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ABSTRACT

A workshop in social conflict and negotiative problem solving was developed by The Improving Teaching Competencies Program of the Northwest Regional Education Laboratory. Participants--teachers, administrators, and other school personnel--were provided with multiple opportunities to be involved in learning about conflict at personal, interpersonal, and organizational levels. The five-day workshop included role playing activities and a simulation of a negotiation situation. Various training sessions are described, as well as the participants' reactions to these activities. The organization of the workshop, and requirements for conducting the program are briefly discussed. The questionnaires distributed to workshop participants, and a review of the literature on conflict and conflict resolution are also included. (GDC)

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EVALUATION

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IMPROVING TEACHING COMPETENCIES PROGRAM

Northwest Regional Educational Laboratory
710 S.W. Second Avenue • Portland, Oregon 97204

FINAL FORMATIVE EVALUATION REPORT FOR SOCIAL CONFLICT & NEGOTIATIVE PROBLEM SOLVING (SC&NPS)

Improving Teaching Competencies Program

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with contributions by
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Northwest Regional Educational Laboratory
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ACKNOWLEDGEMENTS

It is customary for an author to give credit where credit is due. This sometimes perfunctory task I approach with some caution; for the giving and taking of credit for any act redounds upon self-image and once afixed in print yields both lumps and kudos in some corridor of time.

For the words written upon these pages, David Green and Gary Milczarek, associates of the development project since its inception, bear the burden of Chapter 1 and 4 respectively. Though I was involved in their work as it progressed and provided editorial and critical review, their observations, analyses and understandings were the wellspring of these documents, and their time and energy brought them into being. In similar fashion, Gary, John Lohman and Gretchen Groth were centrally involved in the work which the remaining chapters describe, and provided critical review of and commentary on my writing. I must, however, claim responsibility for content and organization, and for whatever clarity or confusion in observation and analysis they represent.

John, Gretchen, Gary and Bunyan Bryant, cotrainers of the workshops described, and I shared, with the participants, the experiences described. As planned, this training system was designed to incorporate as working tools for the participants the "instruments" which provided written documentation of their observations and understandings. To each participant who was willing to follow the directions at the end of each worksheet to "tear off the back copy of these pages and turn them in to the trainers, then take your original and...(whatever the next direction was)," I want to say how much I appreciated your willingness to share with me your pleasure and your frustration, your confusions and your insights, your lengthy explanations and your "I don't want to say's." If I have done my

job well, you will, in these pages, recognize something of yourself, and surely something of your experience. Recorded here, to the best of my ability, is a description of the structure we provided and our successes and failures in anticipating and allowing for your profitable use of the interactions which emerged as you responded to that structure.

Juanita Holloway, who shepherded this report from first draft into final print, has been infinitely patient with inserts and crossouts that wound snakelike around the margins. She brought to this work a keen eye for intended words hidden in the scratch, a fine sense of grammar and format and superb keyboard artistry.

To John, Gretchen, Gary, David, Juanita and Bunyan, I want to publicly express my appreciation of our colleagueship, and the opportunities each of you gave me to learn from and share with you the creation and execution of this development and training activity.

Jean W. Butman

PREFACE

This report covers a sequence of work beginning with the conclusion of design trials (whose function is to elucidate and define, from the range of possibilities, the structure and scope of materials and activities which are most likely to produce a useful, engaging and workable teaching-learning situation for the anticipated mix of trainers and participants who will in the future interact with each other around those materials), and ending with workable, if not yet perfected, trainer and participant manuals and a best guess, based on observed situations, of the likely outcomes and costs of using the materials within a range of participant and trainer qualifications.

From the perspective of development, the central utility of evaluation work during this period is in the continuous cross-checking of the written materials--instructions, sequence of activities; directions to trainers, etc.--against the observed behavior of participants and interpretations of that behavior in terms of the teaching-learning theory implicit or explicit in the structure and scope being constructed. From the perspective of consumers and funders, the central utility of evaluation is in providing information concerning the location of the purpose and content of the training effort in the domain of "things we want done" and the probable range of outcomes to be expected when the materials are used. From the perspective of disseminators, the central utility of evaluation work during this period is the provision of information concerning what it is likely to take to assure the use of the materials near the top rather than the bottom of the probable range of outcomes.

At this stage, the latter two functions remain at the best guess level, to be refined by such further testing as may someday be funded. These

best guesses represent intentional by-products of the continued focus on relationships between the developers' purposes and expectations in selecting directions, sequences, activities, etc., and the actual responses of participants to what has been chosen.

This report will, therefore, summarize and describe this by-product information and its sources. Specifically, we will deal with:

1. A descriptive account of the responses of participants during the workshop in terms of the underlying learning theory and inferences about outcome
2. An account of what we have learned about conditions and requirements for holding the workshop
3. Correlary information, from the literature and participants, about where this workshop fits in the scheme of things needing doing

David Green, Research Assistant to the development team, conducted the literature search and wrote the document which has become Chapter 1 of this report.

Gary Milczarek, Research and Development Specialist, and member of the project team, is responsible for the document on installation which has become Chapter 4 of this report.

CHAPTER 1

LITERATURE REVIEW, by David Green

> "...the existing diversity of empirical and theoretical approaches to the study of social conflict has produced a state of conceptual and terminological confusion, which impedes both comparisons between distinct classes of conflict phenomena and the process of theoretical integration."
> - Fink (1968), p. 416

The above statement by Fink, used in his 1968 exploration of the conceptual morass in social conflict theory, continues to keynote much of the more recent literature. Theoretical surveys, drawing on the fields of sociology, psychology, social psychology, anthropology and political science with minimal effort at integration, are rampant. Equally apparent are the more narrowly delineated works chipping away at the four corners of the theoretical world. It is then somewhat surprising to find that the range of strategies for coping with and managing social conflict situations is not nearly so extensive as the scope of the theoretical base from which they are derived.

The aim of this paper is to describe the conflict coping strategies identified in the literature, giving special attention to the situational variables which determine the context for each strategy. The discussion of strategies will include a comparative presentation of the three approaches to conflict used in the *Social Conflict & Negotiative Problem Solving* training system.[1] A description of the literature search, including a quantitative analysis, is presented followed by a concluding section

[1] A structured, experience-based training program under development by the Improving Teaching Competencies Program of the Northwest Regional Educational Laboratory.

which will discuss the nature and availability of training in conflict management and resolution.

Contextual Variables in Social Conflict

> "...social conflict involves two or more human parties in an interdependent relationship faced with a choice involving incompatible or mutually exclusive alternatives where the differences regarding each parties' commitment to one alternative or the other are based upon incompatible self-interests or values."

The above definition of social conflict, used by Groth and Lohman in their *Social Conflict & Negotiative Problem Solving* workshop, is representative of the general definitions found in the current literature. It contains several variables that, if not universally accepted as requisite to a conflict situation, are at least recognized as major factors. Before moving into the discussion of conflict coping strategies, it would be well to identify these variables and explore their significance in the selection of appropriate strategies.

Levels of Conflict. There are variously identified three to six levels of human interaction on which conflict can occur. The first and most intimate level is the intrapersonal, also often referred to as intrapsychic. Conflict at this level is confined within the individual. For instance, conflict between what the individual perceives as reality --"what is"--and what she/he values--"what should be."

A second level is the interpersonal involving two or more persons in conflict. This level differs from the third, intergroup level, in that a person in conflict at this level believes she/he is acting on personally held values, interests, needs rather than as a member of a group which she/he consciously recognizes as representing in the conflict situation. The source of conflict between individuals may be as diverse as a difference in social values to a struggle for power in a group. Deutsch's (1969)

intragroup level of conflict involves the same dynamics as the interpersonal though it provides an environmental distinction.

At the third level, intergroup, the distinctions in terminology become quite hazy and levels begin to overlap. Literally viewed, this level involves conflicts between groups of individuals. In this discussion of conflict in the organizational change process, Heichbarger (1974) is content to label his third level "societal" and leave it be all encompassing. However, factors beyond the control of the dictionary--the extent to which a group is institutionalized, the size of the group, the position of the group on the global scale, the nature of the conflict to which a particular group is susceptible--have resulted in a more specific typology at this level. Since much of the research in conflict has been in the areas of organizational change and development and global peacekeeping, the most often used distinctions are at the organizational level, e.g., Schmuck and Runkel's (1972) "organizational" and "interorganizational" conflict, and national level, e.g, Deutsch's (1969) "intranational" and "international" conflict.

The level of conflict is a determinant in the coping strategy chosen as a result of the behavioral parameters it establishes. For instance, if a conflict exists at an intergroup level within an organization, it is possible for practical resolution of the conflict to be achieved by the formulation of new policy, an option not available to the individual undergoing conflict at the intrapersonal level.

Interdependence. The interdependence of conflicting parties has its significance in whether a conflict needs to be confronted or can be ignored. Coleman (1976) in a discussion of conflict theory drawing on the work of Dahl and Gross, comments that "deadlock (or avoidance) is only possible

when the interdependence of the parties to the conflict is so low that resolution is not essential..." (p. 17) Conversely, Blake, Shepherd, and Mouton (1964) suggest that conflict can be resolved by actively working on the reduction of interdependence of the conflicting parties.

Incompatible Goals. The notion of incompatibility is most commonly reflected in the goals of the conflicting parties. In their paper on the conceptual distinction between conflict and competition, Schmidt and Kochan (1972) write:

> "Perception of goal incompatibility is a necessary precondition for either conflict or competition. This implies that goal attainment by one unit is seen to prevent others from achieving their goals under the same circumstances or with equivalent outcomes." (p. 361)

The degree to which the goals of conflicting parties are incompatible, in other words the severity of the disagreement (Schmuck and Runkel, 1972), may be a determinant of the conflict coping strategy. Too, the extent to which the incompatible issues in the conflicting parties relationship outweigh or outnumber the compatible issues may be a factor in deciding how to deal with the conflict.

Sources of Conflict. It is in the realm of sources of conflict that there exists the greatest interaction of variables and thus the greatest influence on choosing a conflict coping strategy. In their description of a consensus conflict resolution model for public school counselors (interpersonal level of conflict) Main and Roark (1975) identify four sources of conflict: conflict of interest, conflict of values, control of power and misperception. On the other hand, Wotruba (1973), writing in the context of social change in organizations, poses a different set of origins: conflict over purpose, conflict over role and conflict over authority. Wotruba's identified sources of conflict are reiterated in the

work of Schmuck and Runkel (1972). Again, in the context of organizational change, they list differentiation of function, role conflict and power struggles, adding a fourth origin, external stress. Scarcity of resources is another often mentioned source of conflict.

The source of conflict can have a major influence on choosing an appropriate strategy. Whereas a collaborative, problem-solving strategy may be quite effective in resolving a conflict over scarcity of resources, it is not at all suitable for dealing with a value conflict.

Strategies for Coping With Conflict

If all the trappings of scholarly verbiage were stripped away and an attempt made to capture the essence of conflict resolution techniques as presented in the literature, one basic strategy would appear: confront the conflict. Whether the focus were on institutional mediation procedures or a school counselor acting as a third party consultant to a teacher-student relationship, the working concept was the same: confront, work through the conflict until some resolution is achieved that the conflicting parties can live with.

It is apparent that confronting conflict has not always been the technique in favor. Several authors (Goodsell, 1974; Coleman, 1976; Groth and Lohman, 1976) present surveys of possible strategies that include avoidant behaviors, e.g., accommodation, withdrawing, smoothing. Though such behaviors still reflect human nature to a degree--Groth and Lohman, in the presentation of their three proactive approaches to conflict, state that all manners of behavioral styles may be incorporated in the process of working through a collaborative or negotiative strategy--nowhere is there found an advocate for nonconfrontive strategies.[2]

[2]To avoid contradiction, it should be noted that avoidance is still considered a viable strategy if the interdependence and productivity of a relationship is not affected by the conflict situation (Blake, Shepherd, Mouton, 1964; Coleman, 1976; Groth and Lohman, 1976).

The following discussion will attempt to break out the general approaches to conflict resolution found in the literature while maintaining some sense of representativeness, in this brief space, to the "state of the art."

In a brief overview of conflict theory addressed to the educational administrator, Barnes (1974) identifies a list of characteristics for the administrator who would be able to effectively manage conflicts. Barnes' remarks outline what could be called the anticipatory approach to conflict resolution. The anticipatory approach is essentially a way of thinking about conflict. It involves a recognition that conflict is inevitable in any type of human relationship. It contains an understanding of conflict dynamics and the factors that may be at play in a conflict situation. It prescribes certain simple behaviors and skills for enhancing the possibilities of constructively working on a conflict, e.g., sensitivity to the other party, communication skills, information sharing.

The anticipatory approach is perhaps the most basic approach to conflict. It could be challenged as to whether it is in fact a conflict coping strategy on the basis of its nonspecificity. However this set of understandings about conflict and mind set for approaching a conflict situation is the cornerstone for all the more specific and detailed strategies the literature spells out. What's more, it reflects the bulk of the conflict management information available outside of scholarly journals.

A more specific approach to a conflict situation is cooperative problem-solving (Deutsch, 1969). It is known variously as collaboration (Groth and Lohman, 1976), confrontation (Goodsell, 1974) and integration (Coleman, 1976). As Deutsch describes it, cooperative problem-solving is used when "a conflict can be viewed as a common problem in which the

conflicting parties have the joint interest of reaching a mutually satisfactory solution." (p. 23). The cooperative problem-solving approach builds from the anticipatory approach. It involves a complete sharing of information so as to accurately identify the conflict, its issues and limits. Once the conflict is identified, the parties work together to produce creative alternatives until they are able to arrive at a satisfactory solution. Ideally this strategy provides for a win-win solution and is an often recommended approach for this very reason. And indeed, if conflicting parties use the cooperative problem-solving approach and find that their conflict resulted from a misunderstanding, or missing information, about other party's needs or the availability of resources, then an integrative, win-win solution is possible and the strategy can be an effective one.

Cooperative problem-solving is not an effective strategy if "the substantive conflicts are ones which by the nature of the issues and the parties basic preferences can be resolved only by dominance-submission or some compromise outcome." (Walton, 1965) For those conflict situations not open to cooperative problem-solving, we must turn to the strategy that is least discussed in the theoretical literature: the power strategy. (Walton, 1965) The power strategy surfaces a new variable in the conflict situation: the relationship of effective power between the conflicting parties. This new variable requires parties in conflict to attend to the acquisition of power vis-a-vis the other side. Interaction between the parties changes also. Opposing positions are taken and the negotiative process is used to find areas of common ground and areas for tradeoff and compromise. Final resolution depends on the balance of power. If it remains stable, resolution may come from a final compromise between the

conflicting parties or by means of appeal to a third party. If the power balance slips off-center, then a win-lose solution will maintain. The advocacy of the power strategy or similar negotiative strategies is not widespread. However, although relatively little has been written on the theory of the strategy or encouraging its use, it is well represented in the literature in discussion of its most popular form: labor-management negotiations and collective bargaining, particularly the implications of its use in the educational community.

With the exception of Walton (1969). one conflict resolution practice that has not appeared to be considered as a discrete strategy but as an adjunct of any of these previously mentioned strategies is the use of a third party consultant. It is most often discussed in the literature in references to the sociotherapeutic role of school counselors and psychologists, primary grade classroom teachers and community social workers, with behavioral and attitudinal recommendations for this role. It is also mentioned as an aside in the negotiations and collective bargaining literature in reference to the role of arbiter in negotiation impasses. In practice though, third party consultation is more evident than one would assume from its presence in the literature--a court of law, the policy formulation body of an organization, the parent of two quarreling siblings all constitute third party interventionists. That third party consultation receives such univeral practice but in such commonplace contexts accounts perhaps for its receiving scant attention in the literature.

Groth and Lohman's Three Approaches to Conflict

In the *Social Conflict & Negotiative Problem Solving* training system, Groth and Lohman propose three approaches to conflict: win-lose, collaborative approach is well-founded in the literature, their orientation towards the win-lose and negotiative approaches is unique.

Not a great deal is written about the win-lose strategy as a viable approach to conflict. It is often seen represented by coercive and competitive behaviors in discussions of the range of responses to conflict, but in the context of the way people are most often known to react, not the way they should react. Yet in their diagnostic comparison of the three approaches, Groth and Lohman write:

> "If the basis of the conflict appears to be right vs. wrong, a matter of the one best way, or the product of ignorance, deception or selfishness then WIN-LOSE may be appropriate." (Groth and Lohman, 1976)

What Groth and Lohman call negotiative problem solving is generally viewed in one of two ways in the literature. Either the discussion is of Negotiations with a cpaital "N"--college faculty-administrator, Paris peace talks, UAW contracts and federal mediators--or it is dealt with on an interpersonal or intergroup level by a simple mention of a compromise strategy as one type of response in a survey of responses to conflict (Coleman, 1976, Heichbarger, 1974; Goodsell, 1974). Negotiative problem solving, as such, is not considered as a full-blown strategy with a set of procedures.

Description and Quantitative Analysis of Literature Search

Two extensive searches of the ERIC system for materials pertaining to key concepts such as conflict, negotiation, problem solving, etc., were conducted, one in March 1974 and one in January 1976. The original intent presented in the evaluation design was for an analysis of the material obtained in terms of trends over time in attitudes toward and approaches to conflict. Upon examination, however, the two searches did not reveal any distinguishable trends. There were a couple of factors that may account for this. The first and more concrete factor is

that the second search was inadvertently cumulative rather than covering a time period distinct from the first search. The resulting overlap of items clouded the distinctions between the two searches. The second and perhaps more influential factor is that the materials identified in the second search, covering primarily the period from mid-1972 to mid-1975, did not in themselves show any appreciable changes in accepted conflict theory and practice. Much of the conflict literature in the 70's reflects the influence of the new wave of conflict theory that crested in the late 60's--Festinger, Deutsch, Kelman--precipitated perhaps by the forcefulness of the civil rights movement in the early 60's. The literature of the past few years appears to be riding the relative calm of the evolutionary swell.

The second ERIC search identified a total of 719 books, journal articles and paper presentations. This mass of literature was analyzed to see what exactly was going into print in the field of conflict theory and resolution strategies. Table 1 summarizes the content classification of the items retrieved. As is customary with ERIC searches, the use of sufficient descriptors to comprehensively cover a subject area resulted in a majority (56 percent) of items which were irrelevant to the search's specific area of interest. These items focused primarily on systems of educational governance, community involvement in education and collaborative problem solving and decision-making modes. The issues around conflict in these subject areas were treated as a peripheral concern if considered at all.

All though the handling of conflict in the literature rarely lent itself to well-defined categories, there are some basic organizers--conflict theory, conflict coping practices--and several further subdivisions that will aid the analysis. As may have been expected, articles and books on

TABLE 1

Summary of Second Eric Search Results

Irrelevant--no use of or reference to concepts of conflict		402	(56%)
Conflict theory		100	(14%)
Role conflict	56		
Other, including surveys	44		
Specific situational descriptions		82	(12%)
Negotiations and collective bargaining		46	(6%)
Models and implications in higher education	25		
Other	21		
Strategies of conflict resolution		54	(7%)
Training in approaches to conflict		30	(4%)
Conflict games	8		
Global peace keeping and values clarification curricula for high schools	22		
Bibliographics		5	(1%)
Total number of items retrieved		719	100%

conflict theory received short shrift as an overall concern of writers on conflict; slightly under one-seventh of the items addressed issues of theory. "Pure" theoretical papers were almost nonexistent with only slightly greater evidence of surveys of predominant theory, these last written usually in journals for educational administrators. Over half the conflict theory papers dealt with the dynamics and various other aspects of role conflict. Reflecting societal developments over the past several years, the greater part of these were concerned with role conflicts in women. In the main, the remaining conflict theory literature addressed the sources and building blocks of conflict in various arenas: in teaching, in the school community, in society at large through the process of social change.

In moving from conflict theory to conflict resolution practices, there was a transitional category that was well represented (12 percent) in the literature. This category housed articles that presented a type of descriptive survey of a specific conflict situation. The content might include sources of the conflict, attitudes of and towards the protagonists, a general description of the conflict resolution process, and a discussion of the implications of this particular situation. Cultural conflicts, particularly American Indian with mainstream American society, were the subject of the bulk of these articles, but such diverse concerns as schoolbook controversies, land-use planning, community demands and global peace-keeping were also addressed.

In the area of conflict resolution practices, the literature sorted itself out into three general subdivisions: negotiations and collective bargaining, other conflict resolution strategies and training in approaches to conflict. The largest category was the first mentioned above, although what distinguishes the negotiations/collective bargaining literature from

that of other strategies is not the relative quantity of items so much as the way the subject is treated. Whereas the writing on the non-negotiative strategies were for the most part presecriptive, "how-to" articles, the negotiations/collective bargaining literature contains few primers for the fledgling negotiator. Major attention was given to the implications of collective bargaining for the educational community, especially the higher education community (over half the articles in this category were set in the context of college faculty/collective bargaining; some manuscripts were simply presentations of collective bargaining agreements). The focus for some attention in the public school arena were the implications of teacher strikes and the role of the school principal in the collective bargaining process.

There were relatively few articles (seven percent) that discussed specific conflict resolution practices. The use of a third party in conflict situations received the most play with strategies presented for use by school counselors and psychologists, and a handful of articles on how teachers can resolve classroom conflicts in the primary grades. The importance of communication as a factor in conflict situations and the need for communication skills in the conflict resolution process were the subject of several articles. Nearly half the articles in this resolution practices category were spent in the individual consideration and recommendation of a number of strategies: systems analysis, open problem-solving confrontation, institutional conflict processing, values clarification, etc.

Of the thirty articles that concerned themselves with some aspect of conflict training, nearly three-quarters of these discussed conflict curricula being developed for secondary school students, most of which used global war-and-peace issues as a focus, some others concentrating

on values. The remaining articles spoke of various games--global diplomacy, community action, school board planning--that could be used for conflict training.

Available Training in Conflict Management Techniques

With recognition of a crying need for training in conflict management, most particularly for administrators (Deutsch, 1969; Coleman, 1976; Barnes, 1974; Walton, 1965; Hammond, 1973), it is surprising the dearth of training resources available. Although no mention was made in the literature, it can be assumed that private consultants are available to provide tailored training to intact groups and organizations and that university graduate programs in education and business administration tough upon conflict management at some point. There appear to be two principal types of conflict management training that are gaining exposure in the public marketplace:

1. Packaged, experience-based workshops which provide a survey of conflict-coping strategies and conflict theory; although marketed as organizational training, the learnings are applicable to conflict situations in any aspect of everyday life

2. Periodic training programs and seminars offered by management consultant firms to provide conflict management and negotiations/collective bargaining training to industry executives and managers

A search of the market turned up only two resources for training of the first type mentioned above: Xicom's "Management of Conflict" program and Organizational Renewal Inc.'s "Coping with Change and Conflict." Both training programs are remarkably similar in format. They are both trainable in one day. Both use films as part of the training strategies. Both are a package that can be bought and conducted by an organization's inhouse trainers (though Xicom's program, with materials to train 24, costs more than twice ORI's program; Xicom - $975, including purchase of

films; ORI - $400+, but films can only be rented). Both training packages use an experience-based approach. They both look at the sources of conflict and related conflict theory and involve the participants in working with a number of conflict coping techniques (whereas ORI's program deals only with such strategies as collaboration, creative compromise, and negotiation, Xicom includes avoidance and competition in their training). Xicom's program appears to have a greater focus on on-the-job application than ORI's program. ORI's program seems to have a particular focus on conflict as a by-product of organizational change that is not apparent in Xicom's program.

Although there are probably a great many resources for conflict management training for industry negotiators and management personnel, one of the more visible examples of this type of training is the series of seminars offered by Advanced Management Training (AMR). The two-day seminars are offered two to four times a year in major metropolitan areas at a cost of $450 per person ($390 per person if three or more individuals come as a team). The training programs--the Art of Negotiating, Successful Labor Negotiating, the Art of Collective Bargaining--are targeted specifically for persons in management positions. Staffed by members of the legal profession and experienced negotiators in the fields of business and industry, the seminars use a primarily didactic approach to training with some small amounts of skills practice. The Art of Negotiating seminar deals with philosophical and psychological aspects of negotiating as well as negotiating styles and techniques. The collective bargaining and labor negotiations programs provide a management context for viewing labor-management negotiations and a systematic plan for entering and participating in the negotiations process.

CHAPTER II

Social Conflict & Negotiative Problem Solving is one of the series of workshops developed by the Improving Teaching Competencies Program of the Northwest Regional Educational Laboratory.

The focus of this workshop is on helping individuals to: (a) perceive more clearly the personal and interpersonal phenomena they encounter in conflict situations; (b) experience and understand organizational and interpersonal conditions that encourage the use of three differenent approaches to problem solving: collaboration, negotiation and win-lose; and (c) develop skills and insights in responding to conflict situations. Participants are provided with multiple opportunities to get involved in learning about conflict at personal, interpersonal and organizational levels.

The training is not designed to find ways to make conflict "good" or find ways to avoid those things which make conflict "bad." Rather, the design provides opportunities to accept and understand conflict as an ever present interpersonal situation in human transactions. It does not assume either an *a priori* or *ex-post-facto* consensus on ultimate goals among parties in conflict; nor does it support there being a single truth, or a single optimum "solution" for all concerned. Rather, the training attempts to help participants recognize, accept and become willing to work within a presumption that differences are legitimate and outcomes are pluralistic.

The training format is a five-day structured, experience-based workshop. Emphasis is placed on an active learner style with minimal dependence on instructional leaders. The design provides for 35 hours of

activities normally conducted in 10 consecutive sessions. Each session is 3½ hours long. The exercises are sequential and cumulative and all participants are members of interdependent teams. Refreshments such as coffee and tea are available in the meeting room at all times since no regular breaks are scheduled during sessions.

Substantive materials (theory papers, questions for reflection and discussion, debriefings and planning guides) used during the workshop focus on self-interest, interpersonal styles of responding to conflict situations, negotiative, collaborative and win-lose approaches for dealing with conflict, basic concepts of negotiative problem solving, basic forms of power and bargaining techniques.

The entire workshop design is built around a particular conception of how the human organism learns. Just as the concept "round" emerges from the child's differentiations of and generalizations about his sensory experience with objects labeled "round," and "not round," the adult's conceptualization of "self-interest," for example, emerges from experiences with events and interactions which are labeled "my (our) self-interest," "not my (our) self-interest," "his/her (their) self-interest," "not his/her (their) self-interest," etc. Thus concepts, ideas, "theories" are not presented simply for discussion, but as working and thinking material for organizing and labeling the concrete events and experiences encountered during workshop activities. Activities include role plays, art work simulation, as well as a variety of individual and team planning and review periods. Each of these types of activities is accompanied by input papers, directions, guides, etc. which direct the participants' attention to specific events, phenomena, concerns, etc. which are concrete examples of various dimensions of the key concepts.

At the same time, these tools allow time and space for each individual to utilize and work on his or her own most salient awarenesses, concerns, feelings or ideas within the structure provided.

Since the body of this report will deal with descriptions of participant responses to the various activities, the following paragraphs are included to provide the reader with a brief description of the design of the major workshop activities, in chronological order.

The workshop opens with a sequence of reflective and expressive activities focusing on participants' past experiences and current understandings of conflict situations. Each individual is asked to produce a collage or drawing summarizing his/her experiences, to write a description of the art work produced, to share both of these with other participants and to discuss as a total group a variety of associations and feelings about conflict and the absence of conflict in human affairs.

Following this opening, the first day (sessions one and two) revolves around what happens as participants engage in a role play of a conflict situation in a board meeting of a voluntary organization—Your Own Thing Organization (YOTA), explore by means of a diagnostic questionnaire their own preferred and avoided responses to a variety of conflicts in interpersonal and group settings, and repeat the YOTA role play in a more elaborate form. During this day four key conceptual papers are dealt. with: basic definitions concerning conflict, alternative interpersonal styles which may be used or avoided, definitions and distinctions among three approaches to problem solving, and an explication of the negotiative problem solving process.

The major simulation is introduced during the second day (sessions three and four). Session Three opens with a briefing and guided

introduction to the major workshop simulation "NOG." The roles and parameters introduced at this time, while they become succesively more elaborate over time, form the basic focus for all subsequent interaction and analysis during the workshop. Two central roles in the simulation are "Overseaers" and "Toles." Overseaers are described as representatives of the larger society (Outside) who reside on the island of NOG and are charged with supervising the work of Toles and the raising of "Pauns" for transport back to the Outside society. Overseaers have an indefinite term of office, on a seasonal basis, and may be recalled at the end of any season by the Outside. Toles are citizens of NOG. They are particularly skilled and are selected to raise and nurture Pauns. They are interdependent with the Overseaers with whom they must negotiate an agreement covering salaries, working conditions, decision-making control, etc. Pauns are mythical beings sent from the Outside in immature states to the island to be raised to maturity by Toles. A season is the time period elapsing between the arrival of one shipment of immature Pauns to the arrival of the next shipment. Pauns mature in one season and are shipped back to the Outside on the return trip of the same "barks" which brought the new shipment to be raised. Immature Pauns are "all alike," but when they arrive on the island some are designated to be raised as Purples and the rest are raised as Maize. Overseaers initially control the decision about how many of each will be raised. Outsiders and Overseaers prefer to have Purple Pauns raised since they fit into the Outside society better, and bring in more income. Toles prefer to raise Maize Pauns.

The major simulation takes place during sessions 5 through 8 and revolves around the negotiations between Toles and Overseaers. Overseaers

are responsible to and send and receive messages from the Outside concerning their activities, especially their negotiations with Toles. Toles are responsible to The Toles Organization to and from whom they send and receive messages concerning their activities in the negotiations. Each group receives messages from their respective organizations at the beginning of a negotiation round and sends messages describing, justifying, etc. their decisions and agreements at the end of each round. Trainers use the vehicle of these messages to support, reinforce and direct the attention of each negotiating team to responses and events which are examples of "your self-interest," "not your self-interest," "using (not using) power," "negotiating," "not negotiating," etc. as they occur in the interactions of the team with its opponent team. In addition, the planning guides, review materials and theory papers which participants are asked to use before and after the various rounds provide additional examples and opportunities for differentiation and generalization of the concrete event, perceptions, feelings and responses occurring.

During session Three, participants become familiar with the society of NOG, the central roles of Overseaers, Toles, Purple and Maize Pauns, and explore the dynamics of power in conflict situations in a role play concerning selecting an outstanding Paun for the season. Session Four introduces the concept of self interest and its application to the two key roles of Overseaer and Tole, and continues with a detailed introduction to the parameters and procedures for negotiations between the two role groups. Participants are divided into teams of 2 to 3 members and each team becomes the selected representatives of one of two interest groups in the society; the Overseaers represent the Outside

interests and the Toles represent the interests of The Toles Organization. Sessions Five through Eight revolve around the actual interactions within and between paired teams of Toles and Overseaers as they meet with each other to reach an acceptable agreement concerning how the island will operate during the coming season. Major variables on which the two sets of interests differ include: purchase of additional barks to increase the number of Pauns shipped in to be raised (the fee paid by the Outside for raising Pauns is the sole source of income on the island of NOG); number of Pauns to be raised as Purple or Maize; Tole salaries; number of Pauns with whom each Tole will work (Pod size); special tutoring provisions for either or both types of Pauns; type of food for which type of Paun, extent to which costs of shipment of Pauns will be recoverable from fee income, and decision making procedures concerning these issues. During these sessions, conceptual inputs concerning conflict diagnosis, bargaining processes and strategies, assertiveness and the application of previous concepts are worked with.

Session Nine is devoted to review and debriefing of the simulation, including individual work as well as analyses carried out within each team, between negotiating pairs of teams, and in a total group with the trainers. In session Ten, all key concepts and activities of the workshop are reviewed and participants again create an art product which represents their experiences with and understandings of conflict situations. The sharing of this work and statements of learnings, as well as complaints conclude the workshop.

CHAPTER 3

PARTICIPANT RESPONSES

The purpose of this section of the report is to provide information about what the *Social Conflict & Negotiative Problem Solving* materials provide as a learning experience. Any learning experience in the concrete is a complexity of interactions among the learners and their past experiences in a specific time and place with the particular tools and materials, in response to the directions and teaching style of the instructors. Fully adequate generalization from a specific event to future conditions is dependent on either repeated trials in large samples which presumably allow the broadest range of variations to be encountered and understood, or on the elegant use of prior experience to focus attention on the essential variables in the interaction as in an experiment specifically designed so that the outcome will disconfirm only one of two competing hypotheses. In this particular report, the data and events to be described meet neither condition. What we offer, then, are not fully supportable statements, but descriptions and interpretations of actual observations which provide our current most plausable explanation and hypotheses about how this learning experience works, and the conditions which seem to affect its utility for those who have experienced it.

Description of Workshop Settings

In September and October of 1976, two workshops, with a total of 58 participants, were conducted using the latest revisions of the materials and directions. Constants in the two events were: (a) the materials and directions used in the first day and a half, and with

some variation the third, fourth and fifth days (changes in design for material sequence were used the afternoon of the second day, the morning of the fourth day, and the morning of the fifth day), (b) the female members of both the trainer and observer pairs and the presence, though not the roles, of the two male members of the research and development team.

The differences in conditions between the two events can best be made apparent by description.

In Southern City, the workshop was conducted in five consecutive days. The workshop group consisted of staff members of a newly begun IED program in staff development. The majority were classroom teachers whose new role was as resource teachers to provide release time so that regular classroom teachers in the district could spend 2-5 weeks in the staff development center getting training, doing planning, etc. The remainder of the participants were former teachers, counselors and administrators whose new task was to be providing training and support to the teachers so released. One hundred percent of the males and 54% of the females were black. The program administrator, and person responsible for bringing the workshop into the district as part of the required training of his new staff, was himself a co-participant. All of the persons present, except for the administrator, were required to attend as a condition of their preparation for their new assignments. It is quite likely that less than one-fourth would have voluntarily chosen to attend had they been given the option. The meeting room was a former lecture room ordinarily serving as an informal meeting place and lunch room for the people who worked on that floor of the school building. The building was a junior high school where the floor in

question had been converted and given over to the staff development work of the IED. Participants thus were meeting in their normal work setting, with their nonparticipating colleagues, the work load on their desks, accumulating phone calls, etc., in easy reach and providing constant reminders of the "costs" in extra work, changed schedules, interrupted routines, etc., of participating in the workshop. The essential conditions then, were: an intact staff, including supervisors, attending nonvoluntarily, meeting on their own "turf." Anyone at all familiar with interpersonal and organizational dynamics will recognize these conditions are signals of trouble for anyone coming in from outside to try out or "lay on" their own thing. However, these represent about the worst possible conditions under which the workshop might be held and thus provide a good test of its potential under maximum stress.

In Western Suburbia, the workshop was held in two blocks--Thursday through Saturday of one week, followed by Tuesday and Wednesday of the succeeding week. The workshop group consisted of teachers, a few counselors, administrators, teacher-aids, a student and a parent advisory board member. All were white. They came from two or three adjacent school districts by invitation of the contact person. One came "because my superintendent asked me to" and one indicated he/she would not have come had he/she been clear about the organizational, as opposed to the dyad, focus of the work. All had a real option, without apparent negative consequences, of not attending. Groups of three, four, to six had attended other workshops together, worked in the same school, or knew one another, but as a whole prior relationships were not those of interdependent work units. The contact person was in a supervisory role to some six to seven participants, but did not participate in the

workshop himself nor perform any functions within it, other than "making prior arrangements." Sessions were held in three different locations--the first two days at a community center, the third day in a school library on Saturday, and the last two days at a second community center. Participant's contact with the access to their normal work day demands and routines were minimal due to the nonschool setting and limited access to phones. At no time during the five days did anyone not participating in the workshop come into the setting and interrupt any participant's work. The essential conditions here, noninterdependent local educational personnel, participating voluntarily, meeting away from their work setting in a protected environment, are close to our ideal requirements for the type of learning experience the workshop represents.

A brief description of the "scene" during the morning of the third day will provide a sense of the difference these conditions made in the ongoing flow of activity during the experience.

By the third morning, participants are well into the "culture" of the workshop. The initial apprehension about "what's going to happen" is over. They have interacted with one another and with the trainers in a variety of activities, have discovered that the absence of formal "breaks" means they have to work out their own pacing of getting coffee, going to the bathroom, taking chatter time, and have made their adaptations to these limits. The heaviest reading and conceptual inputs are behind them. They have faced the initial complexities of and resistance to the negotiation simulation, and have tested the waters of working with their negotiating team and their opponent. This third morning they are prepared (if not ready) to begin in earnest the first

of four rounds of negotiations to reach contract settlements for the simulated society.

In both groups the morning begins with some initial signs of reluctance. Some members chatter in groups of twos and threes, several "table-hop," individuals move around the room getting coffee, finding their team a place to work, etc. In Western Suburbia the group is meeting in a new location. Where the previous two days most members had worked sitting on the floor in a large space where all tables had been moved to the edges of the room, the school library has tables centrally arranged and everyone settles down to a table place with his/her papers and teammates. Within ten minutes of the first direction, every group is busily and quietly at work. No one is "out of his place" or unengaged. During the entire planning and negotiation period only two members leave their group more than once and not until the end does any cross-group conversation occur.

In Southern City the group is back in its familiar territory. Members take up their places, with a few exceptions, where they were the day before. Five members are missing as work begins. Each, as he/she arrives, stops to chatter and interrupt fellow participants who are not members of their own team. Giggles and chatter are distinctly audible from several tables at various times over the first 45 minutes. Four members continue "table hopping," or initiate conversations across the room with persons in work groups other than their own, off and on throughout the entire work period. Two of the missing members arrive more than half an hour late and bring in with them papers and messages and interrupt others' work with conversations about nonworkshop materials and activities. These two continue to move in and out of the room,

sitting down to work a few minutes, then getting up and going out, coming back to interrupt others, get coffee, sit down again and within minutes leave again to repeat the routine, over the course of the entire morning. One of the two was observed to repeat this procedure 10 times. Other members continue, one or another, to move around, getting coffee, going out of the room, standing up to look at what someone else has been doing, getting a nail file from someone, picking up a magazine left on an unoccupied table. Five different persons who are not workshop participants enter the room at some time during the morning to hold conversations with one or more participants, interrupting the work. While the room is at no time noisily disruptive, the sense of constant motion, of interruption by outside forces, of some members avoiding or having trouble holding a focus, is pervasive.

Against this backdrop of scenic conditions we will examine the responses of participants in the two workshops to the activities and conceptualizations they were asked to encounter and interact around.

Participant Background

To begin, we look first at the information we have about the participants as they entered the workshop. Table 2 describes the background of the individuals as they reported it.

More participants in the Western Suburbia workshop were teachers (including counselor and teacher aids) (57% vs. 30%), active in negotiations or political affairs (54% vs. 23%), and males (46% vs. 20%) than was true of the Southern City workshop. Among participants who had had some training in human relations, group process or personal growth, those in Western Suburbia had more diversified experienced, while all of

TABLE 2

Participant Background Information

Position	Western Suburbia	Southern City
Program Administrator Principal	1	1
Coordinator, Department Chairman	5	-
Staff Development (unspecialized)	-	9
Instructional Materials Developer	-	6
Administrative Assistant	-	1
School Board Negotiator	1	-
Parent Advisory Board	1	-
Teacher/Mobile Teacher	15	9
Counselor	-	1
Teacher Aide	1	-
Student	1	-
Missing Data	3	3
TOTAL	28	30
Sex		
Male	13	6
Female	15	24
TOTAL	28	30

Partisan Activity	Western Suburbia	Southern City
Educational Negotiation	6	2
Political Process	9	5
None	10	20
Missing Data	3	3
TOTAL	28	30
Prior Interpersonal Process Training		
Non-NWREL (Human Relations or Therapy)	4	-
NWREL Packaged Programs	9	14
None	12	14
Missing Data	3	2
TOTAL	28	30

those in Southern City with any prior training had participated only in other NWREL systems, half having been in a single GPS workshop and the other half having experienced a sequence including RUPS, IPC and GPS.

In Southern City this information was obtained on a registration form completed by each participant as they entered the room on the first morning. In Western Suburbia we had failed to pack these forms among the materials and had to have them mailed to the workshop site. Participants completed them at the time they filled out the Final Questionnaires at the end of the workshop. In this case, information on three participants is missing since they did not return for the last two days of the workshop. One of the three dropped out without giving a reason. Two were unable to return because of unexpected work problems which demanded immediate attention. In Southern City we also had an unforeseen attrition. An unexpected site review meeting called by the school superintendent pulled 4 members out of the workshop to attend. After missing a day and a half, none returned. A fifth member dropped out after the third morning when his/her teammates and their opponent team confronted the individual on his/her constant absences. A sixth member was more often absent than present, but since neither she/he nor his/her team, nor their opponent team confronted the issue, the participant was never forced to make a clear choice between attending or dropping out.

Opening Activities

The first activity of the workshop provided participants with an opportunity to depict in a collage, and in a written description of what the collage represented to them, their prior experience with conflict.

Participants in Southern City were more likely to avoid describing their own actions and emotional responses than were those in Western Suburbia. Thirteen of twenty-nine or 45 percent who wrote descriptions in Southern City, compared to 4 of 28, or 14 percent, of the Western Suburbia group described their collages in terms distant and remote from their own emotions and actions. Almost three times as many Western Suburbia participants as Southern City participants not only mentioned anger, frustration or resentment, but described their dominant response to these emotions (29% vs. 10%). Thirty-six percent as compared to 20 percent in Southern City mentioned fear or anxiety as the dominant emotion and described their response to it. This information is summarized in Table 3.

We are inclined to interpret these differences in terms of the very different conditions holding in the two settings. It is true that one does say to strangers what one would hesitate to say in the presence of associates. It is realistic to be cautious about admitting and describing one's responses to fear, threat, anger, resentment, etc., in a group with whom one must work every day, especially if it is not yet clear--or perhaps only too clear--who is willing and likely to use your own words against you and who is not. A basic assumption in the design and use of structured interpersonal training is that the workshop conditions are such as to make apparent the ingrained cautions of everyday, ongoing interactions and by reducing the potentially hurtful consequences of self-revelation, allow for differentiation of conditions under which caution is necessary. When these conditions are not met, then it is unrealistic to attribute nonrevelatory responses to the person rather than to the situation in which he/she is responding.

TABLE 3

Participants Descriptions of Their Prior Experience
With Conflict as Symbolized in Their Collages

	Western Suburbia	Southern City
Minimal Contact With Own Material		
Impersonal description of situations or self as mediator of others' conflict	1	5
Intellectual, abstract definition	2	4
Symbolism unacknowledged	1	4
Subtotal:	4	13
Self Described in One Dominate Single State		
Vague, confused, not understanding others motives	3	4
Acknowledged fear, anxiety:		
Avoidance	6	4
Being victimized, overpowered, out of control or frozen	4	4
Acknowledged anger, frustration, resentment:		
Getting my own way, outsmarting	2	1
Being the villain, guilty, wasting energy	4	2
Blaming the other	2	1
Subtotal:	21	13
Differentiated Responses		
Description of both positive and negative affect, alternative responses, stages	3	3
Subtotal	3	3
NA (did not turn in written responses)	0	1
TOTAL	28	30

The collage and self-description activities were the beginning of an introductory series of directions designed to set conditions for the workshop which would allow participants to focus on their current definitions, perceptions and feelings about the central concepts of the workshop, and to take pleasure in and find something to feel good about in their responses. Knowing that many of the subsequent activities could be interpreted by participants as occasions to feel down in comparison to their assumptions and ideals about how people "should" behave and feel, we wanted to set conditions for them to interpret their responses as gains, to learn from, rather than losses to defend against and feel bad about. At the end of the sequence we asked them to compare their feelings at the beginning and the end of this sequence of activities by choosing from an open-ended list the adjectives which best described how they felt. In both sites the most typical adjectives chosen to describe their initial responses were: anxious, tense, skeptical, and/or uncertain; and on the opposite side of the coin, also curious or interested. The most typical adjective choices for "how I feel right now" (after the exercise) were: happy, delighted, contented, relaxed, capable and/or relieved; and on the opposite side of the coin, a few (5 or 28 in Western Suburbia and 8 of 20 in Southern City) also included either uncertain, anxious or skeptical in their list. Table 4 indicates the relationships between the adjectives chosen to describe the initial response and those chosen to describe the present moment after the completion of the introductory series. In Southern City, seven members (as compared to two in Western Suburbia gave observable behavioral signs of anxiety, suspicion or resistance, yet did not choose any such adjectives to describe their initial responses. Five

were, at the end of the sequence, willing to choose "anxious" as one self-description. The remaining two, and one of the two in Western Suburbia, were unwilling to choose any descriptive adjectives at all at either time.

Classification System for Analyzing Written and Observed Responses

In the evaluation plan for this activity, we defined the focus of our observations and analysis of participants behavioral and written responses in terms of four types of responses to the teaching-learning situation.

> "...If trainees have learned to take responsibility for their own learning, if they know how to use a learning situation to their own advantage, if they are aware of and able to take care of their anxieties, then they are neither irrationally resistant nor do they simply copy 'the teacher.' In this case:
>
> 1. A person will show evidence of 'internalizing' the learnings, e.g., building a more useful, personal conception of conflict phenomena.
>
> If the trainees are basically embedded in the strong cultural norms that there is a 'right answer' and that 'learning' is 'being taught,' etc., a person may go in one of three directions:
>
> 2. A person may focus attention on the 'teaching,' arguing 'who's right,' by heckling, intellectualizing, complaining, etc. (e.g., the 'teacher's' 'right answer' is 'wrong').
>
> 3. A person may focus his attention on the 'teaching' introjecting (swallowing whole) the content and dutifully copying the 'teacher's' recommendations (e.g., the 'teacher's' 'right answer' is 'right'). Such identification may, if practiced with energy, lead to the fourth type of response.
>
> 4. A person may get a glimmer and begin to observe and evaluate his social-survival behaviors, e.g.,

TABLE 4

Participant Comparisons of Their Responses at the Beginning and At the End of the Introductory Series of Activities

	Western Suburbia (N=28)	Southern City (N=30)
Adjectives Chosen to Describe Initial Responses:		
1. Acknowledgement of anxiety, tension, suspicion:[1]		
"Right now" choices includes both positive and negative adjectives	4	3
"Right now" choices include only positive adjectives[2]	15	17
2. No adjectives indicating anxiety, etc.,[2] but observed signs of tension, resistance, suspicion:		
Unwilling to choose any descriptors at either time ("I don't remember, nothing, too tired, all the above")	1	2
"Right now" choices include one descriptor acknowledging anxiety, tension, suspicion	-	5
"Right now" choices only positive adjectives	1	-
3. No adjectives indicating anxiety, etc.,[2] no observed signs of same:		
"Right now" choices include one descriptor acknowledging anxiety, tension, suspicion	1	-
"Right now" choices include only positive adjectives	6	3

[1]The choices here include 2 to 5 of the following: anxious, skeptical, annoyed, tense, suspicious, resistant, uncertain--with or without other choices such as curious, interested, calm, prepared, serious, etc.

[2]The choices here include: adequate, competent, capable, happy, contented, relaxed, relieved. calm, delighted, etc., and do not include any of the following: anxious, skeptical, tense, suspicion, resistant, uncertain, annoyed, or fearful.

> focusing his attention on the internalization process and evidencing some change relative to the first four objectives.
>
> Most trainees can be expected to exhibit some behaviors indicative of each of the four types of responses, at different points, in different degrees and with different overall outcomes personally."[1]

In operationalizing these criteria using the actual content of participant responses throughout the workshop, we have identified several variations of the basic categories. In the first category, "internalized learning," we have focused primarily on the negotiative problem solving process. The basic personal growth dimensions of applying the concepts of "conflict is" (e.g., it's okay; anger, resentment, withdrawal, etc., are natural, inevitable and to be used rather than overcome, avoided, annihilated), "self-interests are" (e.g., others don't want what you want, don't value what you value, etc., and those differences are to be worked with as givens, not denied, ignored, annihilated, etc.) and becoming adept in using self and situation in these terms are simply beyond the scope of a five-day workshop. Within the context of conditions for negotiations, in this workshop in particular and in response to one's own behavior and observations in this setting, we did find some cases of significant use of such concepts. Whenever the person's written responses, and his actual behavioral responses, gave evidence of such integration-internalization, we coded his overall response to the specific workshop activity he was engaged in as "developing a personal definition." Specifically, then, this category means "the participant shows in writing a behavior evidence of building a useful

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[1] Taken from the Evaluation Design for Social Conflict & Negotiative Problem Solving, Improving Teaching Competencies Program, Northwest Regional Educational Laboratory, Portland, Oregon, March 1976, page 19.

personal definition of conflict phenomena in the context of this situation."

In line with our expectation we did not observe any response where a participant working outside of the negotiation conditions was able to produce an integrated personal definition of the basic conflict phenomena. We did find, however, a wealth of evidence of self-observation and change in perceptions around these phenomena. Even when the instrumentation (the questions and their format) focused attention on describing examples of such language as "target and minimum position," "concession," "diagnosis," etc., some participants were able and willing to break the bounds of "teacher's expectations" (as exemplified in the items asked) to observe and evaluate their social survival behavior in the setting. These types of responses took two forms. On the one hand some were clear, direct, straightforward statements indicating that the participant was, at that moment, fully aware of and working on his/her own material without defensiveness or mislabeling. In other cases, the statement obviously referred to how the person was behaving and the feelings, perceptions, motives underlying the response, but the statement was garbled, convoluted, muddy, etc., indicating he/she was having trouble getting things sorted out, labeled and intelligible. We categorized these responses, in the first case, as "self-observation," and in the second, "unclear self-observations."

We discovered three forms in which participants responded at the level of "learning the concepts," identifying with and practicing the "teacher's" language. At a high level of energy investment, the participant followed directions and referred to the materials, language and skills, describing the event and behaviors in these terms. While these

responses involve little self-insight with respect to feelings, motives or perceptions, there is high energy shown in complete answers and adequate, if not completely accurate, descriptions using the language of the workshop. At the next level of involvement, still, however, working with the experience rather than against it, we found some responses which were simply descriptions of actual occurrences with little energy put into labeling, classifying or using the workshop language. On the opposite side of the coin, a few participants on some occasions gave obviously inaccurate observations, mislabeling or denying what had happened. These latter responses most often occurred when the person was highly defensive about some behavior which he/she felt to be a violation of the "rules of the game" or of his/her own or other's expectations in the context of the event. In order, we classified these three forms as "working with the concepts," "observation of events," and "inaccurate observation."

We observed two forms in which the primary involvement of the participant was in his/her own resistance. In one case, participants essentially "went through the motions." They exhibited and expressed low involvement; their writings contained some minor complaints, and for the most part less than three word responses to any questions. Their handwriting was often illegible, as if whatever they put down didn't matter, just as long as they turned in a form. Written responses of this type were supported by observations that the person during that activity was not actively disruptive nor avoidant. They were present, they followed directions, but took little active part. They were observed to fiddle with things, sit back out of discussions, have trouble keeping focused. Their eyes wandered, they wiggled around, or sat listless, etc. In the

second case, there were several participants, specifically in Southern City, who were actively disruptive or resistant. Not only were their written responses either stingy or a complete copy of someone else's work, they interrupted others, did outside work during the course of activities, left the room and stayed out for the duration of some activities, heckled, complained and took no responsibility for their own behavior. These two forms were categorized "passive resistance" and "active resistance."

In Southern City we observed one other response which cannot be classified individually in the above categories. During the simulated negotiation rounds, some teams chose to work together and each member's writings are a direct copy of every other members'. Where this occurred it is impossible to tell from our observations whose work was germinal. In these cases the individual responses, except where the person was actively resistant, cannot be categorized for involvement or learning. The written work from these groups has been classified in the appropriate category taking into account the observations made of the group as it worked, but bracketed rather than attributed to specific individuals on the team.

Differentiation Activities

Before looking in more detail at the negotiation rounds and responses to the particular training device, we want to go back to the chronology and observe what happened after the introductory activities discussed earlier.

As we have seen, in both sites the workshop got off to a good start. The beginning activities not only broke the ice and reduced the initial anxiety, but provided a clear focus on the central issue--conflict--and

allowed participants to relax and accept where they were. The rest of the first day included two role plays and a questionnaire, all designed to help participants begin to differentiate their perceptions and conceptualization of their responses and compare and contrast their ideas with those of others. By the end of the day resistance was beginning to crystalize around the technique of role playing. In Southern City we had, in addition to the "normal" resistance to change and the hard work of getting clear about what's actually going on in interpersonal situations, the resistance of unwilling participants focusing their resentment on the activity and trainers, where it is relatively safe to complain, rather than on the "cause," those who had decided for them what they would have to engage in as a personal change effort. While at the end of the day the written material indicates about the same amount of passive resistance at both sites, in response to the second role play we find in Southern City there are only four responses indicating self-observation or development of personal definitions compared to ten in Western Suburbia. Since the form of these responses is somewhat limiting, asking the participant to respond to concepts rather than his/her experience, it is not surprising that the majority of responses take a form other than self-observation. Specifically, we see in Table 5 the difference in the two sites.

TABLE 5

Comparison of Responses to Yota II in
Southern City and Western Suburbia

	Western Suburbia	Southern City*
Active Resistance	--	1
Passive Resistance	1	2
Observation of the Event; Inaccurate Observation	3	13
Working With the Concepts	11	6
Unclear Self-Observation	2	3
Self-Observation	8	3
Personal Definition	2	1

*One person absent for the afternoon.

Four of the twenty-eight Western Suburbia participants (14%) are not working on either the concept or their own behavior at the end of this role play compared to 53% (16 of 29) of the Southern City participants. In both workshops half the group was involved in a noisy, highly emotional, power-play by the status-quo advocates in which participants had good reason to avoid taking responsibility for their responses by "blaming" them on "this isn't reality; it was all a game." And in both cases also, the other half played out the situation with strategy planning by the "underdogs" to equalize the power and gain recognition. Thus, though the actual behaviors and responses in the two sites were quite similar, participants' willingness to examine that behavior, or to ignore and disown it, was different. The total situation, including

history, prevailing atmosphere, and the presence or absence of ongoing interdependences among members can thus be seen to affect and even override the best learning design devised *a priori*.

The second morning's activities provide a good example of the effect of sequencing on participant responses. The morning begins with an introduction to the mythical society of NOG which forms the constraints and parameters for the subsequent negotiation rounds. Included in this introduction is a guided fantasy. Seven Southern City participants were resisting at this point and complaining about "'fairy tales' or 'playing games' instead of talking about real problems we have." Every other participant in both sites got involved and took on the roles they had chosen, responding to the fantasy by elaborating the feelings, motives and perceptions appropriate to their position on the "island of NOG." Overseaers (analogous to administrators in the educational system) responded with perceptions of their push-pull position between the Outside (community) and the Toles (teachers) and Pauns (students), their position of power and control, their economic concerns, and their desire to keep the system working smoothly. Toles responded with perceptions of economic hardship, need to organize and equalize power, their desire to nurture Pauns and reduce their overload. Pauns responded with perceptions of favoritism in Toles and Overseaers, desire to influence their own nurturance, fears of leaving the island or anticipation of achievement on the Outside, and desires to have a voice in deciding their future fate. Against their backdrop of the fantasy and its arousal of personal motives, participants were next asked to engage in an activity called "Selection of the Outstanding Paun." This exercise was designed to permit participants to plan, try out, observe and analyze the operation

of various forms of power and power strategies. By design there were four central issues over which members of the various groups could attempt to exert control: the nomination of a particular individual, the procedure for selection or nomination, the criteria for selection or choice of nominee, and the composition of the committee controlling the selection process.

In both sites the participants used the cover of the selection process to attempt to work out bargains around the larger issues in the simulation aroused by the fantasy. The Overseaers major concern was economics and they attempted to use the threat of no raises to sway the Toles; the Pauns threatened to strike if pod (class) sizes were not reduced; the Toles tried to manipulate the Overseaers into supporting Purple Pauns so they could, with controlling votes in the committee, trade the selection of a Purple Paun for economic gain. These dynamics were very strong in Southern City and fairly muted except between the Toles and Overseaers roles in Western Suburbia. In Southern City the only one of the intended issues which was at all attended to was the criteria of Maize versus Purple Paun. The committee laid out its criteria and procedures during the first planning period, publicized these and from then on they were essentially taken for granted. In Western Suburbia the committee members who were Tole representatives, under the definition of the situation provided by the Overseaer member, relinquished their allegiance to their group and consolidated the committee's power. Only one issue, the nominee, was a focus of strategy by the other groups. Here the Purple Pauns chose disruption and demonstrations to publicize their nominee, the Maize Pauns attempted to get the Toles to "do their traditional duty" and take care of them, while the Toles and Overseaers

were side-tracked over salary negotiations under the table. In both workshops, one or more members of each role group, except the committee, were observed to behave as if they were at loose ends. They were neither actively involved nor did they seem to be particularly observant of what was going on while those who chose "wheeler-dealer" roles were off about their machinations. While these latter individuals seemed relatively clear about what they were trying to do, the debriefing which followed showed that few of the other participants had any analytic clarity about the strategies employed. Even when the component actions were described, lables were misapplied more than accurately used. In both workshops, the trainers had to provide most of the labeling and probe to get the relevant information into some semblance of clarity. The teaching role of the trainers in this debriefing is a prime example of the data supporting the necessity of highly qualified teachers for the success of this workshop. Participants' reflections on the experience indicated that the debriefing activities had indeed enabled them to begin to sort, label and develop definitions of power phenomena.

While it is not the only factor in the situation, the preceding fantasy activity and its motive arousal is undoubtedly one factor in the diffusion of focus in this exercise. As a result of the fantasy, participants' energy was directed to issues and motives more central to upcoming negotiations rather than to the committee's position, activities and procedures. Only those playing the roles of Maize and Purple Pauns were energized by the presumed favoritism of the Toles for Maize Pauns and their low power position, in the face of the concentration of the other two groups' attention on other issues, was sufficient to result in dither rather than any effective planning relative to the committee's

activities. That what happened was equally "useable" data for an analysis of the power dynamics is unquestioned. The point is, however, that the review and debriefing focus in the materials and the developer-trainers expectations were not, in these workshops, as tightly tied to the actual dynamics as they might have been and this did not help the participant to focus on and clarify what was in fact going on until the debriefing was well underway.

This particular event is a particularly good example of the intricate design issues involved in the development of any kind of training and of the necessity for all involved to be aware of the "imaginary" audiences and events which guide their work. The fantasy was designed to do exactly what it did--get participants emotionally involved in the roles.

Introducing the Simulation

With the conclusion of the power exercise, the negotiation simulation got underway in earnest. At this time participants were asked to divide into the two role groups of Toles and Overseaers. They were given the explicit briefings for their negotiating roles, including the parameters for economic and noneconomic issues. In Southern City participants were led through the use of the agreement forms and into a practice round to gain familiarity with the materials and procedures. The trainers were active the whole time answering questions, giving demonstrations, explaining calculations, etc. After the free-wheeling manipulations, offers and counter-offers, threats and persuasions that characterized the power exercise, the constrictions of the negotiation parameters and confrontation with the need to balance budgets, consider multiple variables, etc., hit many participants just where they didn't

want to work. Grumbling, self-putdowns ("I can't do math," "I don't understand," "this is so confusing") and the already existing resistance of some members to role playing permeated the afternoon. While some were able to say, at the end of the day, "I was surprised that I could understand and work with the figures after all," more were inclined to wonder what all this had to do with "conflict," anyway.

In the Western Suburbia workshop the afternoon session was redesigned. Each trainer met with one of the two role groups and held a coaching session. Starting with the briefings and a sheet identifying the issues, each group was led through an analysis of the relationship between the "figures" and the underlying issues to be negotiated from their own group's self-interest. Relationships among parameters, trade off decisions, and strategies were central items of these discussions. Then, three "cases" or examples of agreements as exemplified in completed forms were reviewed before participants were asked to work out the calculations for a sample agreement. It was only after this coaching session that teams were formed and a short negotiation sample round was held. Responses of participants at the end indicated a much better grasp, not only of the materials to be used, but their relevance to working on negotiation skills and the concepts of self-interest, power and conditions for different approaches to conflict. This redesign is undoubtedly one factor in the subsequent differences between the responses of participants to the negotiation rounds in the two sites.

Both designs, that used in Southern City and that used in Western Suburbia, require an active trainer thoroughly familiar with the materials, the concepts underlying them and the typical response range

of participants. In the Southern City design, the trainers, because they are placed in a primarily responsive position with individuals or teams, are required to field not only repetitive requests for information, clarification, assistance and support, but also heckles, complaints, manipulative dependencies and the like masquerading as "needs to know." In the Western Suburbia design, the trainers have much more control over the flow and logical timeliness of their responses, can use the resources of the entire role group to respond to resistances and can provide support for individuals who are, in their confusion or sense of inadequacy, avoiding getting involved in the learning experience.

Strategies Used in Responding to Conflict in the Simulation

The overall strategies and operating definitions of the situation adopted by the various negotiating teams in both workshops provide not only microcosmic examples of the central workshop concepts in operation, but additional data on the context for participant learnings.

If we look at the response patterns by negotiating teams in the two workshops as shown in Tables 6 and 7, several things stand out.

Despite loss of team members, teams 5 and 6 in Southern City parallel, in their responses, teams 7 and 8 in Western Suburbia. The interactions of these pairs of teams were observed to be closest of any to our conception of the negotiative problem solving process. In Western Suburbia, teams 5 and 6 are a close second. They, too, were observed to be actively engaged in working through the differences built into the two simulation roles. After round 2, team 2 (Western Suburbia) had a change of personnel. One member returned after being ill and another, who had been absent for the orientation and who, during rounds 1 and 2, supported the third member's somewhat playful resistance to

TABLE 6

Response Patterns Over Time
(Western Suburbia Participants by Team)

		Week 1								Week 2					
Negotiating Team		Yota I	Styles Questionnaire	Yota II	End of Day 1	Self-Interests	NOC Round 1	NOC Round 2	End of Day 3	NOC Round 3	NOC Round 4	Feedback to Opponents	Team Analysis	Workshop Concepts
1 OVs	a	4	4	3	4	4	3	3	4	4	4	3	3	5
	b	4	4	4	U	4	3	3	4	3	4	3	3	3
2 TsO	a	4	4	4	4	U	Inac	Inac	U	3	4	3	3	3
	b	4	4	5	4	Abs	3	Ob	2	dropped out				
	c	4	U	Ob	U	3	Absent			3	4	3	3	5
3 OVs	a	U	4	4	Ob	3	3	U	4	U	U	3	3	4
	b	4	U	3	U	3	Ob	U	U	3	U	3	3	3
4 TsO	a	4	4	4	4	3	Ob	2	4	—	4	3	3	3
	b	4	Ob	Ob	4	3	U	Ob	U	U	U	2	3	3
5 OVs	a	4	4	4	4	4	3	3	4	3	4	5	5	5
	b	4	U	3	2	3	3	3	4	dropped out				
6 TsO	a	4	2	2	2	U	3	3	4	3	4	3	3	4
	b	4	4	5	4	4	3	3	4	4	Absent	3	5	5
	c	4	4	3	U	3	Ob	3	4	(joined team 8)				
7 OVs	a	4	U	U	U	3	3	5	U	5	4	3	5	5
	b	4	4	3	4	4	3	3	U	3	4	3	3	4
	c	4	4	Ob	4	4	Ob	3	4	Absent		—	3	5
8 TsO	a	4	4	4	4	5	4	5	4	5	4	5	5	5
	b	4	U	3	U	4	Ob	Ob	4	dropped out				
		(member of team 6 for first three days)								3	4	3	3	4
9 OVs	a	U	U	4	4	3	2	2	2	2	2	2	Inac	2
	b	4	4	4	4	4	4	Ob	4	3	4	3	3	5
10 TsO	a	4	U	4	4	3	2	2	2	2	2	2	Inac	2
	b	4	U	U	3	3	U	3	U	3	4	Ob	3	3
11 OVs	a	U	4	3	U	3	2	2	U	Ob	4	Ob	3	3
	b	4	4	Absent		2	2	2	4	3	4	Ob	Ob	4
12 TsO	a	4	2	3	4	3	U	Ob	U	3	Inac	3	Inac	Inac
	b	4	4	3	2	3	2	2	4	3	4	3	3	3
	c	4	4	3	4	4	3	3	4	3	4	5	4	5

OVs = Teams negotiating from the Overseaer position
TsO = Teams negotiating from the Tole position

Key (categories in order of increasing internalization of concepts)

1 = Active resistance
2 = Passive resistance
Inac = Inaccurate observation (defense, denial)
Ob = Observation of events
3 = Working with concepts (labeling observations)
U = Unclear self-observation
4 = Self-observation
5 = Developing personal definitions
— = Missing data, participant present for activity, or part of activity
Abs = Participant absent from workshop for this activity

TABLE 7

Response Patterns Over Time
(Southern City Participants by Team)

Negotiating Team		Yota I	Styles Questionnaire	Yota II	End of Day 1	Self-Interests	End of Day 2	NOC Round 1	NOC Round 2	NOC Round 3	NOC Round 4	Feedback to Opponents	Workshop Concepts
1 OVs	a	1	1	1	1	1	1	1	1	1	1	1	U
	b	4	U	Ob	Inac	U	U	2				3	3
2 TsO	a	4	2	2	U	2	—	(3)	(3)	(3)	(2)	(Inac)	3
	b	4	4	Ob	4	2	4						3
3 OVs	a	Ob	4	3	U	4	U	Inac	Inac	Inac	Inac	Ob	Ob
	b	4	U	Ob	2	—	—	1	1	1	1	1	1
4 TsO	a	Ob	2	2	2	2	Ob	(1)	(2)	(Inac)	(2)	(2)	Inac
	b	Ob	U	Ob	U	1	2						2
	c	Ob	4	Ob	4	U	3	U	Ob	—	U	U	3
5 OVs	a	4	4	Absent		5	4	4	5	5	5	5	5
	b	4	4	3	4	—	4	—	—	← pulled out →			
6 TsO	a	4	4	5	4	4	4	5	5	5	5	5	5
	b	4	U	U	U	—	3	Ob	Ob	← pulled out →			
7 OVs	a	Ob	U	Ob	2	2	2	2	2	2	2	2	2
	b	4	—	U	2	1	2	2	2	U	3	2	U
	c	4	U	3	U	—	—	dropped out					
8 TsO	a	4	4	4	4	U	U	4	4	4	3	3	3
	b	4	4	U	4	2	1	1	2	2	3	Ob	4
	c	4	4	3	U	U	2	4	4	4	Ob	2	4
9 OVs	a	4	4	Ob	U	3	4	Ob	Ob	Ob	Ob	Ob	4
	b	4	Inac	Ob	4	3	4	Inac	Ob	3	U	U	3
	c	4	U	Ob	U	3	2	Ob		3	Ob	Ob	3
10 TsO	a	Ob	U	Ob	U	—	U	(Ob)	(Ob)	(Ob)	(U)	(Ob)	4
	b	4	4	Ob	4	—	—						3
	c	4	U	Ob	U	U	U						Inac
11 OVs	a	4	4	3	4	3	3	(3)	(4)	(3)	(4)	(5)	5
	b	4	—	4	U	—	—						—
	c	4	4	Inac	U	—	2						3
12 TsO	a	4	2	3	4	—	4	3	← pulled out →				
	b	4	4	4	4	4	2	3	← pulled out →				

OVs = Teams negotiating from the Overseer position
TsO = Teams negotiating from the Tola position

Key (categories in order of increasing internalization of concepts)

1 = Active resistance
2 = Passive resistance
Inac = Inaccurate observation (defense, denial)
Ob = Observation of events
3 = Working with concepts (labeling observations)
U = Unclear self-observation
4 = Self-observation
5 = Developing personal definitions
— = Missing data, participant present for activity, or part of activity
Abs = Participant absent from workshop for this activity
[ ] = 2 or more persons working jointly or directly copying each other, impossible to tell whose work is represented

the simulation situation, had to drop out. From this point onward, that team and its opponent, team 1, were observed to also be actively working with the materials. This shift was clearly evident in the written materials produced by team 2 members. In Southern City, team 11 lost its entire team of opponents when they were pulled out of the workshop. One of the development staff, who was serving as an observer, was recruited to fill in as the "other team." Though the three members of team 11 continued to work jointly and turn in duplicate written work, the content and style of the writing, as well as their observed behavior and spontaneous comments during debriefing sessions, indicated high involvement and increasing clarity about the negotiation process. One member of this team was the only other individual in the Southern City workshop to begin to formulate personal definitions of the central concepts. Southern City teams 7 and 8 were the only remaining teams in that workshop to respond in any way near the involvement and focus on the workshop situation and materials that was the rule in Western Suburbia.

Some teams allowed their opponents' definition of the situation to hold sway not only unquestioned, but eagerly welcomed as a "way out" of the hard work of developing an alternative definition and bargaining position from their own self-interest and value point of view. For example, team 10 in Western Suburbia was faced in the first round with a "master plan" developed by team 9. With minor variations to meet new conditions or constraints introduced in the form of messages from their constituent groups (trainer interventions reinforcing each role's different self-interest perspective), this plan formed the context for all subsequent agreement between the two teams. After round one, these

two teams concluded their deliberations before the allowed negotiation time period was half-way completed. One member of each team spent the remainder of the time completing the forms, writing messages to their "organizations" justifying the agreement reached, and then, with their teammates, moved into individual work or team review. The other members of these two teams tended to sit quietly by themselves, reading or daydreaming when not actively engaged by their partners. Except for one of the master plan originators, the other members of these two teams had difficulty accurately using the labels and language of the workshop in describing their decision and planning process. One chose to settle for complaints about trainer issues with low energy investment in any work with the concepts. As far as the content parameters of the simulation went, these teams fared pretty well. The master plan, though developed from and favoring the self-interest position of the Overseaers, was not grossly unfair to the other team, made good use of the economic posibilities built into the simulation, and allowed some flexibility in adjusting trade offs to rectify imbalances which emerged as the rounds progressed. In terms of learning outcomes, the one member who actually carried out most of the work, as we observed it, made significant progress in developing personal definitions, to the point of acknowledging that it was his/her team's exercise of power that provided the definition of the situation which guided the entire process. Other members were unable or unwilling to accept this insight, clinging to their content definition of "the best result for all."

Another form in which one team's or one member's definition of the situation was allowed to hold and eagerly accepted occurred in the work of teams 3 and 4 in Southern City. Here the first round work came up

just short of impasse. Neither side was willing to budge from hard-line positions. At the beginning of the second round, all members acknowledged that they were at impasse, and described the conflict in their summary writing. At the point in the interaction where they were preparing their separate positions and agreeing to call for arbitration, one member suddenly saw a way out. In an almost classic example of the flight response to interpersonal tension, this member dramatically announced that the conflict was due to unwarranted manipulation by the "outside" (e.g., the trainers). Taking the difference in the messages each team received from their constituent groups as evidence, this member convinced the other team that the "outsiders" were playing "dirty pool" and "pitting us against one another to ruin NOG." From this point on the two teams coalesced into a single unit to develop and act out an elaborate fantasy of building a self-sufficient economy on NOG and declaring war on the "outside." At no time after this round did any member of either team deal with refining or expanding their understanding of, or responses to, the workshop concepts or dynamics. One member of these teams was, in fact, almost continuously absent, returning to sit with the others only when an activity ended and new directions were about to be given. The written work this member turned in was copied word for word from another member without even one phrase representing his/her own statement.

A third form in which one team's definition of the situation was the deciding factor in the negotiations process and outcome operated for more subtly than either of the two examples above. A good example

of how participants wielded control in less than obvious ways is what happened between teams 3 and 4 in Western Suburbia. In both teams there was some initial difficulty getting hold of the simulation parameters--what issues were represented by which indicators, how parameters fit together, etc. What was important in each case, however, was the definition of the situation which several members carried over from the fantasy activity. The two members of the Tole team put together their ideas that (a) "making Pauns rare will make them more valuable" and (b) "quality nurturance means controlling the number of Pauns raised" into an implication that "purchasing barks is bad for Toles." The two members of the Overseaer team put together their ideas that "we are in danger of being recalled from this island for not doing a good job" and "Overseaers need to control the pocketbook" into a low risk "we can't afford to displease the Outsiders" strategy. Despite numerous protestations and figurings about how to "safely" get a bark, and how to increase Tole numbers and salaries to accommodate and provide high quality nurturance to the additional Pauns another bark would mean, these teams never did get around to agreeing to purchasing a bark. Their original definitions of what was important--essentially meaning holding the economy at status quo while trying to juggle figures to keep from losing ground--prevailed in every round in the face of all subsequent data. Given the fact that the Overseaers could not act on their desire to purchase a bark without displeasing their outside constituency unless the Toles agreed to lay off Toles and cut salaries, and the Toles could not raise the number of Toles employed and increase salaries to accommodate additional Pauns and still support purchasing a bark, their original definitions kept both teams locked into

conservative strategies. By the second round, they were both aware of each other's unwillingness to work out a give and take, long-term trade off and "paired up." They took the position, "We're all good guys working hard to get along and do the best for NOG, but 'they' (the Outsiders) just make it impossible. They've got to help out." From here they convinced each other that the simulation constraints allowed them to float a loan and they worked out a joint position in which they would support the purchase of two barks by a loan against future income from the Outside. Two members at the end of the round privately wrote their belief that this was an unworkable idea (e.g., they "knew" it was outside the limits) and a third expressed grave doubts. Yet, to avoid the essential confrontation with each other and their own "no risk" definitions, all eagerly went along with the idea. When this failed, they ended the third round at impasse and went to arbitration. By the end of the fourth round they still had not worked out the bark purchase and were losing ground badly in maintaining the status quo. Only one member of either team was able to get close to an accurate analysis of their process or to acknowledge the control they actually exerted over what happened.

A fourth pair of teams, teams 11 and 12 in Western Suburbia, took a different tack in their response to the conflicts built into the simulation. While Western Suburbia teams 9 and 10 took a "one best way" as defined by one team, approach, teams 3 and 4 in this site took a "maintain the status quo" approach, and Southern City teams 3 and 4 took a "let's get together and fight or ignore the system" approach, Western Suburbia teams 11 and 12 seemed to be operating on a basic assumption that any suggestion of differences was in and of itself bad, untenable

and intolerable. During round one they were, for the most part, unwilling to join the issues. Of the five members, only two stuck out the negotiation round, the other three left the table to sit in a nearby part of the room doing some calculations for the other two, but mostly engaged in chatter or discussions of previous reading materials. There were several errors in the agreement forms turned in. In the second round they discovered they were going to have to do something or come out in trouble in comparison to other teams on the content of their agreements. At this point they moved into a collaborative "let's get the best solution to this problem we all have in common" approach. In this case, it was a member of the Tole team rather than an Overseaer who provided the framework and did most of the figuring for the next two rounds. It was not until the fourth round that any member of either team was willing to join the issues and bargain over the differences in self-interest. This aroused the resentment of other members and caused the Tole team to split into factions. That faction which continued to define the problem as a collaborative one joined with the Overseaers to produce the agreement. At the end of the round, the resentment and feelings of betrayal on the part of those members who were unwilling to work in other than a "we're one big happy family" fashion was strongly expressed in their writing. They interpreted the behavior and perceptions of those who wanted to, and tried to, bargain over the differences in self-interest between the two teams as "taking a hard line" and "playing a win-lose strategy," though they were also willing to describe their anger and relate it to their own discomfort with interactions other than collaborative, a self-observation clearly in line with the workshop intent. One member of the dissident faction came out of these

negotiation rounds with a fairly well developed set of personal definitions of the central workshop concepts, and able to use the workshop labels to accurately describe the process and approaches these teams had used.

Of all the teams in these two workshops, only one pair chose an outright win-lose strategy. During the first round, Southern City teams 9 and 10 came to a verbal agreement before the recess. When they reconvened, the Overseaer team had had time to calculate the implications and came in saying they couldn't hold to that position, they needed to continue the negotiations. The Toles took this as a breach of faith. They also found the Overseaers new position untenable and the more they talked the more inflexible each side became. The Toles struck. In the second round, both teams refused to bargain even on the preliminary issue of which table to sit at to conduct their meeting. Neither side was willing or able to propose a compromise that would allow the other to "save face" rather than capitulate completely. In the third round the Toles, for all intents and purposes, gave in, accepting the Overseaers' terms. Having initially defined the situation as win-lose, both sides viewed the move to get together to work out an agreement as "losing" and to the winner went the spoils. Two members ended the workshop with some degree of understanding of their own contribution to this process, three were able to use the experience to begin to focus on the underlying concepts and one remained stuck in his/her denial of the actual events.

Taking all the evidence into account, both what we observed actually happening, and participant observations, analysis and self-discoveries, it is apparent that the simulation was effective in

producing interpersonal situations and responses which match and exemplify the concepts discussed in the theory papers. Teams and individuals did negotiate, collaborate, play a win-lose strategy. They did use a variety of the forms and strategies of power discussed; they did fall into the diagnostic traps described, or use the concepts to work out satisfactory agreements. They acted on their own perceptions, needs and motives to avoid, or approach, conflict in the ways described. Some were able to acknowledge and describe their own responses, others were able to describe the events using the concepts, a few were able to expand their definitions and their repertoire, a handful remained to the end resistant and "going through the motions."

There is no possibility of doubting that the outcomes produced in Southern City were significantly affected by the conditions under which the workshop was held and it is quite likely that the design change for the orientation to and initial involvement in the simulation also affected the more consistently positive outcome in Western Suburbia. While it is likely that no orientation design for this particular simulation could have completely surfaced and put to good use the resistances to "not dealing with real problems like ours" which characterized a strong minority of the Southern City participants, it is also likely that had we had the foresight to redesign the orientation earlier, some of the flight behavior observed might well not have occurred and participants may have been able to make better use of the simulation's opportunities for learning.

The two major factors which, from our observations and from participant responses, seem at this point to be drawbacks of the NOG simulation, are first, the high energy investment required to get into it and

carry out the mathematics and second, its focus on an analogy to contract negotiations. Some participants get lost in the math, at least initially, losing sight of the issues which the math represents, and others describe the translation and generalization from contract negotiations into more "everyday" forms of intergroup, interpersonal self-interest and value differences as difficult for them to get hold of. During the pilot development period, not only was an extensive search for available simulations made, but the most likely of existing possibilities were actually tried in an attempt to select a training situation with not only a clarity of focus in terms of the concepts and participant energy use, but also a high match to the criteria established for the skill building portion of the workshop. Each of the other simulations used were found to diffuse focus and to be unsuitable to low trainer interventions. The NOG simulation and the use of examples of actual events and interactions within it in the theory papers has produced the clearest, most consistent and coherent total training event in the workshop mode we have developed in the Improving Teaching Competencies Program, including Research Utilizing Problem Solving (RUPS) and its focus around Mr./Mrs. Jones' problem. The trainer skill level in using the conceptual framework to guide interventions and responses to participant questions, requests for help, etc., is however, higher than that required by either RUPS, Interpersonal Communications (IPC) or the Group Process Skills (GPS) workshop.

Given the experience we have had to date, we see the potential for developing an "improved" simulation (e.g., one that would be as effective in its clarity, consistency with the theoretical and conceptual materials, and in creating the conditions for the emergence of actual interpersonal

situations and participant responses we want to focus on) responsive to these drawbacks. Such a simulation would create a very similar event with the issues cast in nonquantitative terms and out of the "contract" context. However, at this time we do not see any support for this work going forward in the context of creating "packaged training materials."

Given the reality of current lack of continuing support for development efforts, and the unavailability of existing alternative simulations, we cannot test the effectiveness of the NOG simulation against an alternate, equally powerful training design. We have described the operation of NOG in actual use and the outcomes which result; we are unable to answer the question, "Is this as good as something else?" We can only say it is the best way we have found so far.

Summarizing the Experience

The last day of the workshop included a number of review and integration activities involving individual, team and cross-team analysis as well as a total group debriefing led by the trainers. The first of these activities asked each participant to describe specific behaviors of the team they negotiated with and specific events in the negotiations which illustrated the concepts dealt with in the workshop. The work form asked for examples of how the opposing team used, and failed to use, power; times when they were clear, and unclear, about self-interests; examples of bargaining strategies used; use and non-use of the negotiative problem solving process, of collaborative strategies and of win-lose strategies, etc. In Southern City, four teams chose to work jointly in completing this activity, while all of the Western Suburbia participants chose to follow the direction to work individually.

TABLE 8

Responses Made When Describing Opponent Team's Behavior During NOG Simulation

	Western Suburbia	Southern City
Active Resistance		2
Passive Resistance	3	3+(2)[1]
Inaccurate Observation		(3)
Observation of Events	6	4+(3)
Working With Concepts	13	2
Unclear Self-Observation		2
Self-Observation		
Personal Definition	2	2+(3)

[1] ( ) = Number of persons involved in jointly producing a single set of responses. No classification by individual possible.

In Table 8 we see the distribution of these responses, by site, into the key analytic categories. At both sites none of the responses indicative of resistance or inaccurate observation, whether made by individuals or by several persons working jointly, occurred in teams which developed a primarily negotiative approach to the problem of reaching agreement. In Southern City, individuals who were members of teams which developed no clearly recognizable approach during any of the rounds were most likely to make responses indicating resistance or inaccurate observations. Of the ten persons in these teams, seven, either individually or jointly, wrote and/or behaved in these ways while only two were willing to attempt to use the concepts presented. These results, we believe, are related to the consistent resistance of one or more members of each of the pairs of teams involved. The attitudes and

behaviors of these individuals, given the conditions of an intact group participating non-voluntarily, created a context within which providing accurate feedback and seriously relating the concepts to the behavior and events would have required an insulation from peer resentment that few individuals in an intact work group can sustain.

Among these final activities was one which did result in all but one member of the Southern City workshop doing their own work. At the beginning of the final afternoon, after spending the morning in debriefing activities including a total group fishbowl discussion with the trainers, participants were asked to take time to write responses to a work form asking them to summarize and provide examples of their understanding of and experiences with the concepts presented during the workshop. Table 9 summarizes the way participants responded during this activity according to the key analytic categories.

TABLE 9

Responses to Key Concepts Activity

	Western Suburbia (N=25)	Southern City (N=24*)
Active Resistance		1
Passive Resistance	2	2
Inaccurate Observation	1	2
Observation of Events		1
Working With Concepts	8	9
Unclear Self-Observation		2
Self-Observation	5	4
Personal Definition	9	3

*One person observed to be working with materials, but did not turn in copy of work forms.

While 25% of the Southern City participants were unwilling to work actively with either the workshop concepts or their own behavior during this activity, it is instructive to see that only one member of the teams which did not develop a clear strategy during any round remained unwilling to be engaged. The shift from working as a group to working individually, and from providing direct description and feedback to each other to working on their own feelings, observations, perceptions for themselves allowed members to begin to sort out and make use of the experience they had had. With this one exception, in both workshops the responses to this activity which indicated resistance, and/or description without much attention to concept development, were confined to members of groups which developed either a collaborative or win-lose strategy during the simulation. Every participant who was a member of a team developing a negotiative approach during the simulation was observed, in his/her writing and behavior, to be actively working on either the conceptual material or his/her own behavior during the workshop. In sum, 88% of the participants in Western Suburbia and 75% in Southern City were actively engaged in using the workshop experiences for their own learning during this activity.

End of Workshop Evaluations

It has become traditional in the Improving Teaching Competencies Program to conclude workshops with a final questionnaire asking participants to rate the experience on a number of dimensions. Table 10 shows the distribution of responses in the two workshop sites.

This workshop demands a great deal from the participant and that demand is reflected, as we expected, in these ratings. While responses during the workshop to the major theory papers were almost uniformly statements describing specific insights gained and expressing appreciation

TABLE 10

Frequency Distributions of Responses
to Final Questionnaire Rating Scales

		6	5	4	3	2	1	NA	Total	
I was able to use the materials to focus on issues and concerns that are really important to me	S.C.	2	9	7	3	3	-	-	24	I was not able to use the materials because they missed the issues that are important to me
	W.S.	4	8	6	1	1	-	-	22*	

		6	5	4	3	2	1	NA	Total	
I found the materials clear and easy for me to understand	S.C.	5	7	7	4	1	-	-	24	I found the materials hard for me to understand, confusing, full of jargon
	W.S.	6	6	2	5	3	-	-	22	

		6	5	4	3	2	1	NA	Total	
I found the workshop challenging and interesting	S.C.	4	8	4	6	2	-	-	24	I found the workshop boring and uninteresting
	W.S.	6	12	4	-	-	-	-	22	

		6	5	4	3	2	1	NA	Total	
I found out a lot of things that I can or will use in my own daily life and work	S.C.	6	7	6	4	-	-	1	24	I found there wasn't much here that I could or would use in daily life
	W.S.	7	7	6	1	1	-	-	22	

		7	6	5	4	3	2	1	NA	Total	
I felt myself wanting to move faster most of the time	S.C.	5	2	5	6	3	2	1	-	24	I felt harrassed and rushed most of the time
	W.S.	-	1	1	11	6	3	1	-	22	

I was able to use the workshop time efficiently

		7	6	5	4	3	2	1	NA	Total	
I felt the workshop was too structured for my learning needs	S.C.	3	2	3	11	2	2	1	-	24	I felt the workshop was too unstructured for my learning needs
	W.S.	-	2	2	15	1	-	-	1	22	

I felt the structure of the workshop helped me learn

Now that the workshop is over, how would you sum up the experience?

		6	5	4	3	2	1	NA	Total	
Extremely worthwhile for me	S.C.	5	4	7	6	2	-	-	24	Not very worthwhile for me
	W.S.	7	11	4	-	-	-	-	22	

*Three persons present completed questionnaires but did not turn them in.

of the clarity of the writing, the overall ratings of the materials was less positive. In Southern City 50%, and Western Suburbia 55% of the participants rated the workshop materials (including work forms and exercises) as 5 or 6 on a six-point scale of clarity. It is, we suppose, the simulation forms that are the focus for the lower ratings compared to the major theory papers.

The differences between the two workshops are reflected in the ratings on challenge, worthwhileness and pacing. Consistent with the conditions under which the workshop was held, participants in Western Suburbia were uniformly positive in their rating on worthwhileness and challenge, with the percentage of 5's and 6's (high scores) (82%) comparable to the ratings obtained in other Improving Teaching Competencies Program's workshops. In contrast, one quarter (25%) of the Southern City participants felt the workshop was more boring than challenging and less than moderately worthwhile. The differences on the pacing scale are reflective, we believe, of the differential commitment to involvement and learning in the two sites. Half of the Southern City participants indicated they wanted to move faster, while only one of the 22 responding participants in Western Suburbia reported feeling this way. This is a not surprising difference given the observed and previously noted differences in the way participants used their time during the workshop. Persons who, for whatever reason, are having trouble focusing their energy into the particular activity or event occurring at the moment will invariably describe their feeling as one of boredom, and of wishing the activity was over with. Southern City participants were far more likely to be interrupted in their work, both by other participants not in their own work group and by persons who

were not a part of the workshop at all. In addition, they were more likely to experience other members' resistance competing for their attention. Off-the-subject comments and conversations, movements around the room, as well as the normal ebb and flow of work in their own group contributed to an atmosphere, as described in the earlier chapter, of having to work against the tide to make progress. Western Suburbia participants, in contrast, were, with the stronger focus and absence of interruptions characteristic of this group, more likely to experience having insufficient time to complete an activity to their satisfaction.

The negotiative problem solving model and conflict as a focus have not been central to, and in some cases not included in, the conceptualization and training used in other Improving Teaching Competencies Program work. We asked participants at the end of these workshops to make a statement concerning where they felt this training fit in the scope of things needing to be done to improve education. Three persons in the Southern City site felt the workshop itself was undesirable because of the simulation. Of the remainder, 50% in both sites felt the workshop was essential for persons trying to improve education and themselves as educators. Those rating it as desirable but not essential were also likely to attribute their rating to the simulation's focus on an analogy to contract negotiations. Unlike those rejecting this training strategy out of hand, the statements here were likely to include a commentary on the importance of understanding the role of power and self-interest in problem solving and/or on the importance of being able to define a situation in economic terms, and also to "see through" the economics to the issues in making significant educational advances.

Summing Up

In sum, then, at the end of the workshop, about 8% of the Western Suburbia participants, for whatever reason, were finding it difficult to put energy into finding something worthwhile for themselves in the ideas presented and experiences they had had during the week. This percentage is fairly typical in the level of training this program represents. In Southern City, where the conditions under which the workshop was held were difficult at best, this percentage tripled to about 25%. At the other extreme, about 20% of the Western Suburbia participants were actively internalizing and building their own definitions of the concepts out of these experiences with this percentage dropping to about 10% in Southern City. The remainder, in both sites, were engaged in working with the materials presented or with their own perceptions and responses during the experiences. These results seem to us to speak well for the quality of the experience as an opportunity for educators to become involved in learning about an aspect of the human condition widely neglected except in rhetoric.

CHAPTER 4

WORKSHOP INSTALLATION, by Gary Milczarek

Our experience in designing and field testing the *SC&NPS* workshop has led us to make a number of recommendations concerning the installation of the workshop. In this chapter we will summarize these recommendations and present the experience and rationale on which we base them. We will begin with a short description of installation procedures for the two sites presented in this report.

For each of the workshops conducted we have depended on the resources and help of a local representative of the field test population. We have called this role "the installer." The installer had responsibility for obtaining approval and support of the necessary district decision makers, recruiting and orienting participants and making all necessary arrangements for facilities and scheduling of the workshop. We provided the installer with a set of guidelines and a brochure describing the workshop as well as a letter introducing prospective participants to the workshop.

The installer for the first workshop site, Southern City, was the director of administrative staff development for the local school district. He had previously contacted NWREL about the ITCP workshops and several workshops had been conducted in the area. Thus, a working relationship was already established. The ITCP director of field relations contacted the installer about conducting a *SC&NPS* workshop in the school district. In August 1976, the representative specifically requested that we conduct our workshop as part of a more extensive program of their own to train a cadre of teachers who would temporarily replace other teachers who participated in the district staff development activities.

The Western Suburbia site was the site of one of our previous *SC&NPS* workshops. The installer for this site had assisted us with this and several other ITCP workshops and was aware that other educators had become interested in attending a *SC&NPS* workshop following the first. We asked one of our staff to present a short training session about conflict for some district administrators. The response to the session was very enthusiastic and provided strong administrative support for conducting a full workshop with teachers. We established a date for a possible workshop and made announcements in the three school districts in the area.

The guidelines we developed out of our experience in designing and testing the workshop are presented next, along with the rationale for each.

1. Recruit participants and set expectations.

   a. *Completely voluntary attendance is important. Attendance should not be tied to any reward system or required training that might result in participants being present who would prefer not to be.*

   A fundamental assumption underlying the design of this workshop is that participants are responsible for their own learning. We think that the learning or meaning to be gained from any experience comes from the learner and must be related to the other aspects of his or her life. If the participant's purpose for attending the workshop is not related to the workshop content, then the learning activities are likely to be seen as not relevant to the participant's needs and life situation. We would expect the participant to resent having to be present and to resist using the workshop as an opportunity to learn about his or her responses to conflict. Under such conditions it seems unlikely that a participant will integrate the workshop experience so as to respond more successfully in conflict situations. Some participants have

attended the *SC&NPS* workshops because they thought they must in order to qualify for something else they wanted. Our experience has been that such participants resist participating in the learning activities. Their responses to the integration questions in the materials are frequently superficial and incomplete. In small discussion groups they tend to converse about topics not relevant to the focus of the training. They have frequently been disruptive to other participant's focus on the workshop.

b. *The workshop was not designed for intact groups. It is recommended that the design not be used for groups who have a history of working together in this manner.*

The workshop design provides opportunities for participants to experiment with alternative ways of meeting their self-interests when in conflict with other participants. They are introduced to models for analyzing conflicts, their own and other's self-interests, power relationships and a variety of power strategies for meeting their self-interests. It is our experience that many of the conflicts in existing groups are unsurfaced and unresolved and that the power relationships are often very unequal. Some group members are in conflict with others and vulnerable to the other's power in relation to many of their own self-interests such as their responsibility in the group, their income and even their jobs. When such vulnerability exists, we think it may be inappropriate or even destructive for group members having lesser power to work through conflicts they have with members having greater power without the resources of an expert trainer who can help people protect themselves and deal with the conflicts constructively.

With intact groups it has been our experience that lower power members in interaction with higher power members tend to be more unassertive and accommodating and less willing to try alternative ways of meeting their self-interests relating to the conflict issues of the training design.

c. *Mail a letter to expected participants to describe the training and set expectations for their experience. An exemplary letter is provided at the end of this introduction. It is important that each prospective participant receive this letter. Reliance on word of mouth has resulted in many attending with inappropriate expectations.*

The principle reason for an introductory letter is to let prospective participants know what the workshop is about and what to expect. We have learned that some people hear about a workshop many sources removed from our original announcements and have a wide range of appropriate and inappropriate expectations. One applicant explained that she had attended a number of interesting classes in the Home Economics Building and thought she would like to attend another. She had no idea what the workshop was about.

In addition to information about training dates and location, we think it is important for participants to know the general goals and content of the workshop, the format of the training, the kind of people expected to be present, the somewhat unique role of the trainer in this workshop and what their roles as participants include. We have also stressed the interdependence of participants in the training and the resulting need for participants to be present for all sessions. Even after stressing this point a few participants have been absent from some sessions, leaving some negotiating teams without an opponent, or single member negotiating

teams with no possibility for pair and trio interaction about the negotiation process.

d. *Confirm the number of participants. It has been our experience that fewer participants actually attend the workshop than were originally expected.*

No additional comment is needed for this item.

The following are preworkshop activities the trainer needs to attend to.

a. *If at all possible, personally inspect the facilities you will be using to be sure you are satisfied. If you cannot visit the site personally, check with the installer to see that your needs are being met.*

b. *Obtain and check the necessary materials and supplies.*

c. *Prepare the necessary newsprint charts as indicated in the instructional strategies. It is especially important that the format for the charts summarizing the results of the negotiations round be prepared in advance, since you will need all the time between rounds to prepare the forms to be given to participants at the beginning of the next round. If you have the charts ready, it will be a simple matter to fill in the actual results and figures.*

d. *Make arrangements for handling incoming messages during the workshop in a nondisruptive manner, for example, during breaks and meals.*

The facilities and mechanics of a workshop can make a big difference in the subjective quality of the training experience. Our workshop sites have ranged from a quiet comfortable retreat setting to a crowded classroom doubling as an office and cluttered with stacks of books and audiovisual equipment, filing cabinets, hard floors and chairs, traffic noises, too much heat, and frequent telephone interruptions. On one occasion the workshop supplies, including participant materials, arrived two days late because of an airline strike. On another occasion participants frequently left the group to take care of "emergency" problems associated with their daily professional roles, causing considerable

disruption in the flow of activities. We think that poor learning conditions and disruptions can seriously detract from the workshop and we strongly recommend that conscientious attention be given to the facilities, materials and mechanics of the workshop.

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Appendix

WORK FORMS USED BY PARTICIPANTS DURING THE WORKSHOP

E-1

NAME CODE

DESCRIPTION OF MY COLLAGE/DRAWING

Please write a short paragraph (3 to 5 sentences) for each incomplete sentence stem.

1. My collage/drawing shows...

2. The part of my experience of conflict my picture represents best...

3. What seems to be missing in my picture of conflict...

4. I was surprised by...

5. Right now I would sum up my feelings and ideas about conflict...

When you have finished, tear off the back sheet of this page and turn it in to the trainers.

NAME CODE

RESPONSE TO YOTA

You have just participated in an experience where you had a chance to observe your own responses to a particular conflict situation. Take the next few minutes to work by yourself, without talking to anyone, to describe and analyze what you felt and did.

Write a short paragraph, 2 to 5 sentences, for each of the following questions:

1. What were the most important observations you made about your behavior and feelings in dealing with conflict in this situation?

2. What were the major conflicts you observed? Which got worked on and which got ignored?

3. What feelings did you recognize in yourself as you saw these conflicts being handled by the group?

4. What did you do to work on or avoid working on the conflicts you recognized?

NAME CODE

5. What did you do that you feel most satisfied with?

6. What did you do that you feel least satisfied with?

7. What would you like to try to do or try to avoid doing another time?

When you have finished, tear off the back sheet of both pages and turn them in to the trainers. Then, join the other members of your YOTA group.

If you are willing, read what you have written to the others or say it if you are more comfortable just talking instead of reading. When you have finished your say, ask no more than two others to give you a specific example of your behavior which expands and adds to the observations you have made of yourself.

When every member of your group has had a chance to say how she/he saw herself/himself and has received two examples from others, take a few minutes to answer the following question:

> Where are you now in your thinking about your own response to different kinds of conflict situations?

NAME CODE

RESPONSE TO STYLES QUESTIONNAIRE

Take a moment to look back at your art work and your responses to the Yota experience. When you are ready, complete each of the following sentences with a short paragraph.

Compared to how I responded to the ideas and experience of conflict in my art work and/or in Yota:

1. My responses on the Styles Questionnaire are similar to...

2. My responses on the Styles Questionnaire are different from...

3. The differences seem to be due to...

4. I was surprised by...

5. What seems to trigger the style I'm least satisfied with...

6. What seems to support my using the style I'm most satisfied with...

7. At this point, I would summarize my reactions to conflict as...

When you have finished, tear off the back sheet of this page and turn it in to the trainers. Turn to Paper 6 and follow the directions given.

NAME CODE

SECOND YOTA ROLE PLAY RESPONSE

Think back through what happened for you during this second round of Yota. Then, write a sentence or two in answer to each of the following questions.

1. What were you trying to do during this role play?

2. What contributed to your success or failure in accomplishing your aim?

3. What did you find out about the three different approaches to conflict resolution?

4. As you see it now, what distinguishes individual's <u>styles</u> of responding to conflict from <u>an approach</u> to resolving a conflict issue?

When you have finished writing, tear off the back sheet of the page and turn it in to the trainers. Then, join two other people from your Yota role play group. Try to focus your discussion on examples which illustrate the differences: (a) among the three approaches to conflict resolution, and (b) between any of these approaches and various individual styles of responding in conflict situations.

NAME CODE

WHERE AM I NOW

Of all the day's experiences, I got the most out of...

I could have done without...

It was hardest for me to...

I was surprised by...

Right now what I've found out about myself and conflict...

When you have finished, tear off the back sheet of this page and turn it in to the trainers.

NAME CODE

MY IDEAS ABOUT SELF-INTERESTS

For me, the best thing in this paper...

I'm having trouble understanding or accepting the idea that...

Take a few minutes to think about why you came and what you really want to get from this workshop. Write down one or two of these self-interests as specifically and concretely as you can.

When you have finished, tear off the back sheet of this page and turn it in to the trainers. Then, find a partner and take 15 minutes to explore and clarify the specific self-interests you have each chosen to write down. Use the concepts in Paper 15 to do this.

NAME CODE

WHERE AM I NOW

Of all the days experiences, I got the most out of...

It was hardest for me to...

I was surprised...

What I found out about myself that stands out for me right now...

When you have finished, tear off the back sheet of this page and turn it in to the trainers.

ROUND I REVIEW QUESTIONS

Part I

As you begin your review of what happened and what you experienced and found out in this round, take some time to describe for yourself the things that stand out in your mind. Use the space below and start with the first word or phrase that comes to mind. Write quickly without worrying about grammar, continuity, or "making sense" to someone else.

When you stop to grope for something else to say, start editing or trying to get analytical about the experience, turn to the next page and answer the questions you find there.

What stands out for me right now:

NAME CODE

ROUND I

Part II

This section is intended to provide questions which will help you organize and sort out the experiences and begin to build connections between the events, your reactions, and the workshop concepts.

First: Describe the decision that was most difficult to reach or that you failed to reach leaving it at the status quo or going to arbitration.

Now, what do you think was going on here:

1. a. What did your team want?

What, if anything, were you prepared to give up to get it?

b. What did the other team want?

What, if anything, were they prepared to give up to get it?

NAME CODE

2. Was there, in your opinion, some ideal solution that would give both sides everything they wanted without giving up something else?

___ Yes; What was it and how would that have met both team's self-interests? Why wasn't it agreed to?
___ No; What were the key conflicting self-interests or values that could not both be satisfied fully?

3. Did anyone on either team indicate at any time that the difficulty was due to one or both sides having incomplete information about or understanding of the situation?

___ Yes; Who was, or was said to be, missing what? Why did you believe or disbelieve the argument given?
___ No; Why do you think no one suggested this as a "cause" of the difficulty?

4. a. What did you do to make them change their position in your favor? If you feel they didn't change, why do you think this is the case?

b. What did they do to get you to change your position in their favor? If you feel that you didn't change, why do you think this is the case?

c. If you believe that neither side had a position that the other had to try to change to reach agreement, say why you feel this was the case.

NAME CODE

5. How would you now change your team's initial diagnosis of the conflict on this decision?

6. a. As you see it, when was your team working especially well together? Why?

b. What difficulties did you have working together? What are you willing to do to improve the situation?

7. Look back at what you wrote in Part I. If there are pieces of the experience that you haven't used or sorted out in answering the questions above, say what they are and what you think now was going on.

When you have finished, tear off the back sheets of the three pages of Part II and turn them in to the trainers.

ROUND II REVIEW QUESTIONS

Part I

As you begin your review of what happened and what you experienced and found out in this round, take some time to describe for yourself the things that stand out in your mind. Use the space below and start with the first word or phrase that comes to mind. Write quickly without worrying about grammar, continuity, or "making sense" to someone else.

When you stop to grope for something else to say, start editing or trying to get analytical about the experience, turn to the next page and answer the questions you find there.

What stands out for me right now:

NAME CODE

ROUND II

Part II

This section is intended to provide questions which will help you organize and sort out the experiences and begin to build connections between the events, your reactions, and the workshop concepts.

First: Describe a decision when the actual agreement reached satisfied important self-interests of your team.

1. a. What was your team's initial position on the issue underlying this decision? If you didn't have a position say why?

   b. What was the other team's initial position on this issue? If they didn't have, or you didn't find out their position say why you think this was so.

2. a. In agreeing to this decision, what did your team have to give up or compromise on? If you didn't give up or compromise on anything, say why this was the case.

   b. What self-interests or values did the other team have to give up or compromise on to agree to this decision? If you believe they compromised on nothing say why this is the case.

NAME CODE

3. a. How did your team's initial diagnosis of the situation on the issue(s) underlying this decision help (or hinder) you in reaching a satisfactory agreement?

   b. As nearly as you can tell, how was the other team's diagnosis of the situation similar to and different from yours?

4. What was the key agreement or action you presented to the other team to precipitate their agreement? Why do you think they "bought it." If you feel the other team precipitated the agreement, say what they did and why you agreed.

5. What if anything, did the other team do, or try to do, to get you to agree to a different decision on this issue(s)? How did you counter that? If they never attempted to work for a different decision, why do you think that was the case?

6. a. As you see it, when did your team work especially well together? Why?

   b. What difficulty did you have working together? What are you willing to do to improve the situation?

NAME CODE

7. What happened in this round that you are not satisfied with? How did it come about? What can you do next time to wind up more satisfied?

When you have finished, tear off the back sheets of the three pages of Part II and turn them in to the trainers.

ROUND III REVIEW QUESTIONS

Part I

As you begin your review of what happened and what you experienced and found out in this round, take some time to describe to yourself the things that stand out in your mind. Use the space below and start with the first word or phrase that comes to mind. Write quickly without worrying about grammar, continuity, or "making sense" to someone else.

When you stop to grope for something else to say, start editing or trying to get analytical about the experience, turn to the next page and answer the questions you find there.

What stands out for me right now:

NAME CODE

ROUND III

Part II

First: Describe a decision where you made concessions and trade offs in both quantitative and non-quantative issues to reach an agreement within your range. (If you reached no such agreement, say why not, and describe the decision which most closely matches this criterion.)

1. What did you do to leave yourself room to make concessions and tradeoffs without going below your minimum on each issue? (If you didn't do anything like this say what you did do and why?)

2. As you see it what was the best thing and what was the worst thing that happened in the bargaining process around this decision.

3. Describe the forms of power each team used to get agreement on issues at the place most favorable to themselves. If one or both teams failed to use a form of power that you think could have made a difference in the agreement say what this was and why you think it wasn't used.

NAME CODE

4. How did the agreement reached meet both your team's self-interests and the other team's self-interests? What self-interests of each team were not met? Why?

5. a. As you see it, when did your team work especially well together? Why?

   b. What difficulties do you feel you had working together. What are you willing to do to improve the situation?

6. What happened in this round that you are not satisfied with? How do you think it got that way? What can you do next time so you wind up more satisfied.

When you are finished, tear off the back sheets of the three papers of Part II and turn them in to the trainers.

ROUND IV REVIEW QUESTIONS

Part I

As you begin your review of what happened and what you experienced and found out in this round, take some time to describe for yourself the things that stand out in your mind. Use the space below and start with the first word or phrase that comes to mind. Write quickly without worrying about grammar, continuity, or "making sense" to someone else.

When you stop to grope for something else to say, start editing or trying to get analytical about the experience, turn to the next page and answer the questions you find there.

What stands out for me now:

NAME CODE

ROUND IV

Part II

1. Go back and reread what you just wrote under Part I and use that statement to choose the time when you were most dissatisfied with what you did or what was going on in the negotiations. Now describe below what you did and what happened that you were dissatisfied with. Make as complete a statement as you can.

2. In what way is this experience similar to your experience in other rounds? To your daily life?

NAME CODE

5. Realistically, what are you willing to do next time you find yourself in a similar situation so that you would feel satisfied?

6. What did you learn or gain from this experience that makes your dissatisfaction worth the price? If you didn't learn or gain anything say why you believe this to be the case?

When you are finished, tear off the back sheets of the 3 pages of Part II and turn them in to the trainers.

NAME CODE

3. Now, what did you do or what was going on in that particular situation that you can feel best about?

4. What would you have to have done or what would have to have happened in order for you to feel completely satisfied with this experience?

NAME CODE

Feedback to the Whole Team
We Were Negotiating With in NOG

Some of these questions may not seem to fit what happened in your negotiations. If so, briefly note why and go on.

Thinking back through all four rounds of negotiating with you:

An example of a time when I thought your team presented your self-interests clearly and assertively was...

An example of a time when I thought your team didn't seem clear about your self-interests or values was...

I thought you were able to use _____ power to force us to change our position when...
(a type or form)

I thought you didn't use the power available to you when...

I thought your team was using a negotiations strategy particularly well when...

I thought you were using a win-lose strategy when...

NAME CODE

I thought you were using a collaborative strategy when...

A time when I thought you were able to keep us from finding out your minimum position was...

I think we got more than we were prepared to get when...

I thought our negotiations broke down when...

...because...

Your team seemed to me to be fragmented and working at cross purposes when...

What I most appreciated about your team's stance and strategies was...

What I found most frustrating or disconcerting in negotiating with your team...

When you have finished, tear off the back of these two pages (Part II); turn them into the trainers. Hold onto the originals for later. Then, when your team is ready, give your individual feedback sheets (Part I) to the members of your opponent team. Get from them their individual feedback to you personally. Turn to Paper E-15 in your materials and complete it.

NAME CODE

Workshop Concepts

Considering experiences and what you have found out from the analysis you completed, what would you now say about the following: (short paragraph, 2-5 sentences, for each item)

1. The most important thing I found out about the Negotiative Problem Solving Process presented in this workshop...

2. As I see it now, compared to a win-lose strategy, a negotiative approach...

3. Compared to a collaborative strategy, a negotiative approach...

4. For me, the important thing in diagnosing a conflict situation...

5. I found out that power...

6. I found out that, for me, bargaining...

7. I found that I treat my own self-interests...

8. I found that when I'm clear and assertive in working on my own or my group's self-interest...

9. I found that taking the other person's or group's self-interests seriously...

10. Describe the most important ideas or concept in this workshop for you and say what it means to you.

When you have finished, tear off the back sheets of these two pages and turn them into the trainers.

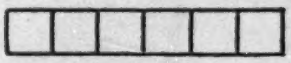
FINAL QUESTIONNAIRE

1. What was the worst thing that happened for you during this workshop?

2. What was the best thing that happened for you?

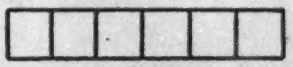
Think for a moment about the theory papers, practice exercises and work forms used in this workshop. As you used and experienced them, which of the following was true for you?

3. I was able to use the materials to focus on issues and concerns that are really important to me



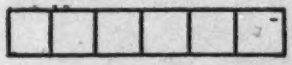
I was not able to use the materials because they missed the issues that are important to me

4. I found the materials hard for me to understand, confusing, full of jargon



I found the materials clear and easy for me to understand

5. I found the workshop challenging and interesting

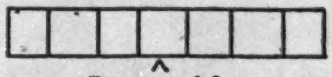


I found the workshop boring and uninteresting

6. I found there wasn't much here that I could or would use in my daily life

I found out a lot of things that I can or will use in my own daily life and work

7. I felt myself wanting to move faster most of the time



I felt harrassed and rushed most of the time

I was able to use the workshop time efficiently

8. I felt the workshop was too structured for my learning needs

I felt the structure of the workshop helped me learn

I felt the workshop was too unstructured for my learning needs

9. Considering all the things that could be done and need to be done in improving the educational system, would you say this workshop:

_____is essential for people who are trying to improve education and themselves as educators

_____is desirable but not essential for educational personnel

_____is undesirable because_____

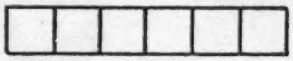
_____

_____

Suppose this workshop were to be offered in a college or graduate professional program in education. Considering your own experience:

10. How would you rate this workshop compared to other professional educational courses you have taken?

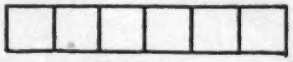
Comparable to the best I have ever taken



Comparable to the worst I have ever taken

11. How does this workshop compare to other college and graduate courses (non-educational) you have ever taken?

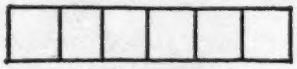
Comparable to the best I have ever taken



Comparable to the worst I have ever taken

12. Now that the workshop/course is over, how would you sum-up the experience?

Not very worthwhile for me



Extremely worthwhile for me

What would you say accounts for your rating?--